

BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

VOL. II—No. 1

E. M. CARTER, Editor

JANUARY, 1916

Official Proceedings and Addresses, Kansas City Meeting, November 4th to 6th, 1915

The January Issue.

The January issue of the Bulletin contains the Official Proceedings and Addresses of the meeting held at Kansas City, November 4-6, 1915. A full report of the meeting is given.

Enrollment.

About 8,000 teachers were enrolled for the Kansas City meeting. This is the high water mark for the Missouri State Teachers' Association and places it near the top of the large Associations of the Country.

Teachers'

More than 17,000 Teachers' Reading Circle books have been consigned to the county managers of the state to date this year and indications point to the largest sale in the Reading Circle's history.

Report of Committee on Professional Ethics.

One of the most important and valuable reports given before the association in recent years is the report of the Committee on Professional Ethics, adopted at the Kansas City meeting. Supt. F. H. Barbee of Nevada, was chairman of the committee, with Supt. J. A. Whiteford, St. Joseph; Prof. H. L. Roberts, Cape Girardeau; Miss Elizabeth Brainerd, Trenton; and Miss Anna C. Gilday, Kansas City, as his associates. The committee outlines very clearly and concisely the principles which should govern the teacher in his conduct and work. Every teacher should read and study this report carefully.

Report of Committee on Junior High School Plan.

The report of the committee on the Junior High School is another very timely and excellent report given at Kansas City. This committee was composed of Prin. F. C. Touton, chairman, St. Joseph; Supt. L. McCartney, Hannibal; and Asst. Supt. George P. Knox, St. Louis. The report gives full and complete information as to the plan and its workings in other states and will no doubt have wide influence in shaping the courses of study in the high schools of Missouri.

The Kansas City Meeting, Nov. 4-6, 1915.

The meeting held at Kansas City was a great meeting. The fine program as arranged by President Hill and the Department chairmen was carried out on time. The work of the local committees at Kansas City was excellent and a fine spirit of co-operation on the part of all was shown throughout the meeting. Hon. Howard A. Gass, in the Missouri School Journal of December, 1915, says: "The fifty-fourth annual meeting of the Missouri State Teachers' Association, held at Kansas City, November 4-6, 1915, was the largest in point of numbers, the greatest in point of enthusiasm and the best in point of achievement."

**Detroit
Meeting
Feb. 21-26,
1916.**

The meeting of the Department of Superintendence of the N. E. A. will be held at Detroit, February 21 to 26, 1916. A fine program has been arranged for the meeting and a large attendance is expected. Missouri, under the leadership of Hon. Howard A. Gass, State Director, and W. H. Martin, State Manager, will no doubt send a strong delegation.

**The Pupils'
Reading
Circle.**

Five years ago the Pupils' Reading Circle was established by the Reading Circle Board and has shown a steady growth from the beginning. The purpose of the Pupils' Reading Circle is to supply choice supplementary and rural and town school library books to the teachers at the lowest possible cost. There are now 109 books on the list. As showing how the books are regarded by the school people we quote from a letter received from a principal in one of the large town schools of the state: "I think it is one of the best collections for the number of books and for school library purposes that I have ever seen." A county superintendent writes: "I am urging all my teachers to order books from the Pupils' Reading Circle." Some teachers have placed as many as three orders to date this year which shows that they are pleased with the books. A large supply of the books are now in the office of the Secretary at Columbia. All orders will be appreciated and filled promptly. Suppose you write for a list?

**Committee on
Constitution.**

One of the very important committees provided for by the resolutions adopted at the Kansas City meeting is the Committee on New State Constitution. This committee is composed of Dean Walter Williams, chairman, Columbia; W. S. Dearmont, Cape Girardeau; President W. H. Black, Marshall; Prof. S. E. Davis, Secretary, Maryville; and Hon. Wm. P. Evans, treasurer, St. Louis. The teachers of the state are unit in favor of a new state constitution and will doubtless co-operate enthusiastically with the committee in its work to secure such measure.

**Other
Important
Committees.**

Other important committees provided for by the Kansas City meeting, with their members, are listed below:
Committee on Constitutional and Statutory Code Relating to Education: Dr. Isidor Loeb, chairman, Columbia; Hon. Howard A. Gass, Jefferson City; President W. T. Carrington, Springfield; Supt. Ben. Blewett, St. Louis; and Prof. George Melcher, Kansas City.
Committee on Smith-Hughes Bill: Prin. E. M. Bainter, chairman, Kansas City; President John R. Kirk, Kirksville; J. Kelly Wright, Columbia.
Joint Library Committee: Inspector T. J. Walker, Jefferson City; Miss Alice Blair, Warrensburg.

**Trophies and
Honors.**

The Hess and Culbertson Trophy for the largest membership percentage was won by Clay County with 110%. Jasper County won the Association trophy for the largest number of miles to the credit of its members. The following counties won Certificates of Honor given for a membership percentage of 75% or above: Atchison, Bates, Boone, Buchanan, Caldwell, Carroll, Cass, Clay, Clinton, Grundy, Henry, Jackson, Johnson, Lafayette, Livingston, Platte, Ray.

GENERAL OFFICERS AND COMMITTEES FOR 1915.**General Officers.**

President, A. Ross Hill, Columbia.
First Vice-President, Miss Lillie R. Ernst, St. Louis.
Second Vice-President, W. W. Thomas, Springfield.
Third Vice-President, I. N. Evrard, Marshall.
Secretary, E. M. Carter, Columbia.
Treasurer, L. W. Rader, St. Louis.
Railroad Secretary, W. T. Longshore, Kansas City.

Executive Committee.

A. Ross Hill, Ex-Officio, Chairman, Columbia; W. L. Barrett, Cape Girardeau; I. I. Cammack, Kansas City; C. A. Hawkins, Maryville; T. E. Spencer, St. Louis; M. A. O'Rear, Springfield; R. H. Emberson, Columbia. E. M. Carter, Ex-Officio Secretary, Columbia.

Sub-Committees of Executive Committee.

Finance: Chairman, Mr. Hawkins; Messrs. Emberson and Hill.
Investigations and Legislation: Chairman, Mr. O'Rear; Messrs. Barrett and Hill.
Publications and Publicity: Chairman, Mr. Hill; Messrs. Cammack and Spencer.

Reading Circle Board.

Nelson Kerr, Chairman, Kirkwood; C. C. Thudium, Fredericktown; A. Ross Hill, Ex-Officio, Columbia; P. J. McKinley, St. Charles; Howard A. Gass, Ex-Officio, Jefferson City; E. M. Carter, Ex-Officio Secretary, Pupils' and Teachers' Reading Circles, Columbia.

Legislative Committee.

J. D. Elliff, Chairman, Columbia; W. W. Martin, Cape Girardeau; D. W. Clayton, Jefferson City; George Melcher, Kansas City; B. G. Shackelford, St. Louis; Wm. Robertson, Webster Groves; Howard A. Gass, Ex-Officio, Jefferson City.

State Manager N. E. A. for Missouri.

W. H. Martin, Kansas City.

Committee on Necrology.

John S. Collins, Chairman, St. Louis; George S. Bryant, Independence; W. T. Carrington, Springfield; W. D. Grove, Poplar Bluff; A. R. Coburn, Chillicothe.

Committee on Resolutions by Congressional Districts.

Twelfth, William P. Evans, Chairman, St. Louis; Eighth, W. M. Oakerson, Secretary, Jefferson City; First, L. McCartney, Hannibal; Second, Miss Elizabeth Brainerd, Trenton; Third, Mrs. Cora Early, Grant City; Fourth, J. A. Bell, St. Joseph; Fifth, E. M. Bainter, Kansas City; Sixth, Arthur Lee, Clinton; Seventh, H. T. Phillips, Lexington; Ninth, O. L. Kriege, Warrenton; Tenth, W. J. Hawkins, Webster Groves; Eleventh, Miss S. A. McGuire, St. Louis; Thirteenth, C. C. Thudium, Fredericktown; Fourteenth, E. D. Lee, Sikeston; Fifteenth, J. A. Koontz, Joplin; Sixteenth, Walter Webb, Eminence.

Committee on Professional Ethics.

F. H. Barbee, Chairman, Nevada; J. A. Whiteford, St. Joseph; H. L. Roberts, Cape Girardeau; Miss Elizabeth Brainerd, Trenton; Miss Anna Gilday, Kansas City.

Committee on Teachers' Salaries.

E. E. Dodd, Chairman, Springfield; N. L. Garrison, Shelbina; T. J. Walker, Jefferson City.

Committee on Junior High School Plan.

F. C. Touton, Chairman, St. Joseph; G. P. Knox, St. Louis; L. McCartney, Hannibal.

Committee on Constitutional Code Relating to Education.

C. A. Phillips, Chairman, Warrensburg; Isidor Loeb, Columbia; Uel W. Lamkin, Clinton; E. A. Raithel, St. Louis; J. A. Koontz, Joplin; Lela Howat, Clarksville; Miss Calla Varner, St. Joseph.

Committee on Simplified Spelling.

John R. Kirk, Chairman, Kirksville; W. Y. Foster, Springfield; Miss Martha Letts, Sedalia; Miss Esther Pratt, Carthage; Miss Nellie Buhrmeister, Poplar Bluff.

Committee on English in the Grades.

Miss Elizabeth Buchanan, Chairman, Kansas City; Miss Virginia J. Craig, Springfield; Miss Elinor C. Byrne, St. Louis.

Committee on Nomination of Officers by Congressional Districts.

Fifth, Mrs. M. E. Griffin, Chairman, Kansas City; Eighth, M. C. Thomas, Secretary, Centralia; First, John R. Kirk, Kirksville; Second, J. M. Gallatin, Chillicothe; Third, W. T. McGaugh, Richmond; Fourth, G. H. Colbert, Maryville; Sixth, C. H. McClure, Warrensburg; Seventh, W. T. Carrington, Springfield; Ninth, Herbert Pryor, Mexico; Tenth, F. M. Underwood, St. Louis; Eleventh, H. H. Edmiston, St. Louis; Twelfth, W. W. Walters, St. Louis; Thirteenth, C. H. Williams, Marble Hill; Fourteenth, J. N. Crocker, Cape Girardeau; Fifteenth, Perry Carmichael, Peirce City; Sixteenth, John A. Pitman, Buffalo.

Committee on Time and Place by Congressional Districts.

Fourth, S. E. Davis, Chairman, Maryville; Eleventh, W. C. Reavis, Secretary, St. Louis; First, O. G. Sanford, Palmyra; Second, A. S. Hill, Green City; Third, Egbert Jennings, Albany; Fifth, W. L. C. Palmer, Independence; Sixth, S. J. Holloway, Garden City; Seventh, A. E. Masters, Bolivar; Eighth, S. A. Baker, Jefferson City; Ninth, L. C. Northcutt, New London; Tenth, F. B. Miller, Webster Groves; Twelfth, Wm. P. Evans, St. Louis; Thirteenth, C. C. Thudium, Fredericktown; Fourteenth, R. S. Douglass, Cape Girardeau; Fifteenth, J. F. Bundy, Alba; Sixteenth, E. M. Anderson, Dixon.

LOCAL COMMITTEES AT KANSAS CITY.

Executive—I. I. Cammack, Chairman; Clarence A. Blocher, Miss Floy Campbell, H. S. Walter, Miss Ida Barley, Porter Graves, C. H. Nowlin, Mrs. Bessie M. Whiteley, H. H. Holmes, J. L. Shouse, Miss Elizabeth Dolan, Miss Essie Heyle, Dr. Fred Burger, J. C. Wright, H. C. Holt, Miss Cleo Lytle, Miss Cora L. English.

Accommodations—Clarence A. Blocher, Chairman; W. H. Templin, R. V. Harman, J. M. Cottingham, John F. Osborne, Miss Nellie Flanigan, Miss Dora Hoffman, Mrs. Alva D. Hamilton.

Hospitality—Miss Ida L. Barley, Chairman; Miss Lucy M. Queal, Miss Gertrude Greene, Miss Emma Shelton, Henry King, Horace Williams, Miss Elma J. Webster, H. E. Robinson, Miss Mary Gilmer, Miss Elizabeth M. Brua, Miss Margaret Eller, Miss Cora Campbell, Miss Rose Wickey, Miss Nina Streeter.

Decoration—Miss Floy Campbell, Chairman; Miss Della H. Miller, Miss Edith Hill, Miss Mary Boyd, Louis P. Brous, J. L. Hayes, F. L. Harnden, Arvid Reuterdaahl.

Enrollment—H. S. Walter, Chairman, assisted by the principals of all the schools.

Information and Publicity—Porter Graves, Chairman; George Melcher, A. H. Monsees, Mrs. Eva W. Case, Miss Eleanor A. Thomas, Miss Lucy G. Whitney, Harry R. Shephard, M. J. Patterson, B. F. Kizer, Miss Nathalie M. Sharp.

Music—Mrs. Bessie M. Whiteley, Miss Lena M. Spoor, Walter Gidinghagen.

Meeting Places—C. H. Nowlin, Chairman; Thomas E. Talmadge, A. T. Chaplin, Otto F. Dubach, R. F. Knight, Barry Fulton, L. L. Touton, J. Ulric Young, E. E. Rush, Miss Eva Packard, Miss Jane Adams.

Reception—J. L. Shouse, Chairman; W. A. Lewis, W. T. Longshore, C. F. Gustafson, W. H. Martin, Miss Henrietta Hornung, P. B. F. Peters, S. B. Apple, Miss Mabelle M. Miller, Miss Anna Morrison, Miss Nettie Wiedemann.

Exhibits—Children's hour, Miss Elizabeth Dolan; Domestic Science and Art, Miss Essie Heyle; Drawing, Miss Cleo Lytle; Kindergarten, Miss Cora L. English; Physical Culture, Dr. Fred Burger; Vocational Training, J. C. Wright; Writing, H. C. Holt.

Committee on Points of Interest—H. H. Holmes, Chairman; E. D. Phillips, A. A. Dodd, B. M. Stigall, J. F. Kirker, F. N. Peters, H. C. Richmond, A. E. Douglass, Miss Elizabeth Buchanan, Miss Emma J. Lockett.

OFFICIAL PROCEEDINGS
OF THE GENERAL SESSIONS
FIFTY-FOURTH ANNUAL MEETING
OF THE
Missouri State Teachers' Association
HELD AT
CONVENTION HALL
Kansas City, November 4, 5 and 6, 1915

FIRST GENERAL SESSION—THURSDAY, NOVEMBER 4, 9:00 A. M.

The Fifty-fourth Annual Session of the Missouri State Teachers' Association was called to order at 9:00 A. M. November 4, 1915, by President A. Ross Hill.

The invocation was given by Rev. Burris Jenkins, D. D., Linwood Boulevard Christian Church.

Music: Choruses, a. "The Angel," Rubenstein. b. "Legend of the Bells," Planquett. Whittier School. Director, Miss Jessie Sanderson.

The Address of Welcome was given by Mayor Henry L. Jost, of Kansas City, and the response was made by Honorable Howard A. Gass, of Jefferson City.

President Hill then gave the annual address of the Association.

Music: Girls' Chorus—"Dream of Summer"—Carl Busch. Combined High Schools. Director, Mr. B. F. Riggs.

Professor J. F. Holic, of the Chicago Normal College, gave an address on "Waste in Education."

Announcements were made by President Hill.

Announcement of the Ter-Centenary of Shakespeare was made by Miss Amella C. Fruchte, Central High School, St. Louis.

Principal John S. Collins, of St. Louis, as chairman of the Committee on Necrology, presented the report for his committee which on motion was unanimously adopted. The report follows:

REPORT OF COMMITTEE ON NECROLOGY.

It is the privilege of your Committee on Necrology to bring to your memories at this time the names of those who, having served the present and the future of our State in the education of its youth, have, during the year which has closed, passed on to higher fields of active usefulness,

"Leaving their outgrown shells on life's unresting sea."

The custom has grown up among us and should be perpetuated, in such memorials as this, of disregarding the question of actual membership in the association and of claiming the spiritual, if not the personal membership of everyone who, in the limits of our state, has devoted his or her pow-

ers to the work of a teacher. This is the true position for the State Teachers' Association. It is not practicable for all of them to meet with us. Many cannot afford, or think that they cannot afford, to contribute to the support of an association whose meetings they are not able to attend. Many have not achieved that breadth of vision which enables them to realize the community of our service. We who are here do realize it and in that realization claim the spiritual membership in this Association of every teacher in our state. It is in this view of our relationship to them that your committee has sought to learn the facts of the lives of those who, even though not members of this Association, having faithfully served, have passed to their final reward. We therefore present for your consideration the following names:

J. McMartin: Died at Independence, Mo.,1915, Aged, 78 years. He was born at Washington, Pa. His work as a teacher was mainly academic and collegiate, much of it in educational institutions fostered by the Presbyterian Church of which he was a minister. He filled the chair of Physics in the Ohio State University at Athens, O. He taught in Park College at Parkville, Mo. He had charge of an academy at Butler, Mo. His latest professional work was as head of the Kansas City Ladies College. A few years ago, feeling that his work as a teacher had been completed, he retired from the work.

Alex H. Noel: Died October, 10, 1914. Mr. Noel was born in the city of St. Louis, was educated in its Public Schools and spent his entire and extremely active and useful life in their service. Born of German parents and trained in the language and culture of his fathers, his early service was as a teacher of German when that language was a part of the curriculum of his city's schools. When German was discontinued as a subject of study in the grades below the High School, Mr. Noel was made, in 1886, principal of the Grand View School and rose in rank as principal successively of the Gardenville, the Oak Hill, the Carondelet, the Laclede and the Grant Schools. Of the latter, an "A" class school, he became principal in 1899 and so continued until his death.

While he was always one of the manliest of men, he was characterized by a gentleness of manner that endeared him greatly to those who were privileged to know him well. He was deeply interested in the charitable and benevolent enterprises of the teaching body. It would be impracticable to estimate the value of his services to the Teachers' Mutual Aid Association or to the Benevolent Annuity Society of the St. Louis teachers. He was deeply interested in the study of nature, being one of the foremost and most accomplished entomologists in the Central West. The collection of moths and butterflies, mounted by his own hands to display their beauty and their mode of life left by him to the St. Louis Educational Museum is a monument to his memory. His influence over the school community tributary to his school will not for many years pass out of memory. His influence was always for righteousness. He has left a blessed memory in the city he served.

Gertrude Marie Hogan: Died April 8, 1915. Miss Hogan was born in St. Louis and educated in its schools. After graduation from what was then the St. Louis Normal School, now the Wm. T. Harris Teachers' College, she was appointed in November 1885, a teacher and served with great distinction in the Divoll and Franklin Schools until in September, 1892, she was made principal of the Carr School, October, 1894, she was transferred as principal to the Douglas School where she remained until her death. To those who understand social and economic conditions in St. Louis and who know that each of these movements were made at her own request, it will be evident that Miss Hogan sought her life work among the poor and the depressed, for these schools are progressively in the worst "slum regions" of a growing city, regions from which the rich and respectable have removed, leaving their abandoned homes to be occupied by those who are "adrift." To such as these she was an angel of mercy, the almoner of the bounty of others, the dispenser of her own, often

spending among them more than her earnings as a teacher, but never permitting its recipients to know the source of the benevolence. She was frequently offered the principalship of more conspicuous schools or of those more favorably located; her reply was, "I cannot leave these people. They need me, and I have all I want." She also has left a blessed memory.

Anna S. Grant: Died Sept., 1915. Miss Grant was born in Edinburgh, Scotland, December 18, 1840, and came as an infant with her parents to St. Louis in whose schools she was educated. She was appointed a teacher in the Webster School in September, 1857, and served as a teacher in the old Washington and the Lincoln Schools until September, 1872, when she was made Principal of the Shepard School. When the new building for the Monroe School—one of the first of the new school buildings for which her city is justly celebrated—was erected, she was made principal of it and adorned that office until July 24, 1913, when, after a continuous service of fifty-six years, she resigned her post and retired from the work.

Miss Grant was a great teacher, a leader among her fellow workers. Many men and women, now distinguished among the greatest in her city and the country, delight to remember her as their "guide, philosopher, and friend." She has passed to her reward full of honors.

The following named teachers in the St. Louis Public Schools have, during the past year, "fallen on the field of honor," fighting in the ranks:

Edith E. Fay: Died October 31, 1914. A graduate of the Harris Teachers College in 1891, teaching successively at the Jefferson, Sherman, Rock Springs and Carr Lane Schools.

Marie L. Duffy: Died October 14, 1914. A graduate of the Harris Teachers' College in 1890, teaching at the Divoll School from September 1912, until her early death.

Corinne Eckelkamp: Died August 8, 1915. She entered the service of the St. Louis Public Schools by examination in 1905 and served as a teacher in the Clinton School until her death.

Mrs. Fannie K. Beal: Died October, 1915. She was appointed a teacher at the Webster School in 1864 and served there continuously until after forty years labor she resigned at the close of the school year, June, 1904.

Charlotte Hawkins: Died May 21, 1916. She entered the kindergarten of the St. Louis Schools in September, 1885, and served successively at the Chouteau, the Rock Spring, the Franklin and the Mount Pleasant Schools until her death.

Fannie C. Bonsack: Died June 12, 1915. She entered the service of the St. Louis Schools as a kindergartner, September, 1901, and served successively at the Jackson and the Pope Schools until her death.

Ferdinand De Moss Tharpe: Ferdinand De Moss Tharpe was born June 27, 1848, in Indianapolis, Indiana, where the family lived but a short time. He began teaching at a very early age. His first experience was in the country schools where he taught several terms before teaching in the village and town schools. He entered college at Alton, Illinois, teaching and going to school alternately until he completed the college course. He also took a course of training in the State Normal School at Terre Haute, Indiana, thus thoroly equipping himself for the work of his chosen profession.

He was one of the pioneers in the organization of the summer normal schools in his native state, and was for many years the leader of the work in the teachers' institutes in his own country. After a few years spent in the practice of medicine, in which he graduated, Mr. Tharpe took up the profession of teaching again and followed it continuously and persistently until his death. In the fall of 1883 he came to Kansas City and was placed in charge of the Martin School. Shortly afterwards he was promoted to the principalship of the Webster School where he remained

until 1897. He was then given charge of the Lathrop School and two years later was promoted to the position of Assistant Superintendent of Schools, a position which he held at the time of his death, January 15, 1915.

Mr. Tharpe's entire life, from whatever view point you take it, as a teacher, a principal, assistant superintendent of schools, or as a man of affairs moving among his fellow men, was a success. He was the same even tempered, well balanced man, of good judgment and common sense. In his early struggles for an education those admirable qualities of honesty, self-reliance, courage and steadfastness of purpose were developed. When a duty was assigned to him, he assiduously set himself to the task of performing it and never faltered nor turned aside from his purpose.

He was a good teacher, methodical and systematic in his plans of instruction, and had the rare gift of holding his class to the point until it was understood by them. He was very much loved by his pupils for he was kind, sympathetic, gentle in his dealings with them; yet firm and determined and always just.

As a principal he was careful and judicious in the management of his school, never quick nor excitable in the midst of difficulties; but, on the contrary, rather slow and deliberate, weighing each point cheerfully before making up his mind as to the best course to pursue. Teachers soon learned to rely on his judgment and to take his advice in matters of discipline and management.

Yet it was in the capacity of Assistant Superintendent that he served the city most and best. Here his work took a larger scope. He began to look at school questions more from the viewpoint of the entire city than that of a single school.

However, he never lost sight of the problems of the individual school. He was of a practical turn of mind and for this reason became very useful as an assistant in the Superintendent's office. He was dependable, and, at all times, faithful and loyal.

Mr. Tharpe took great interest in educational matters in the state and the nation. He became a member of the State Teachers' Association soon after coming to Kansas City, and was for many years Railroad Secretary and also Treasurer of this organization. He was an active member and for a number of years served as assistant treasurer of the National Education Association. He also was State Manager of the N. E. A. for Missouri and served in this capacity for several years. In all these positions he proved himself an efficient, capable, faithful officer.

He was a modest, sympathetic, kind hearted man, high-minded and noble, was a true friend and a trustworthy, faithful official.

Alice Bunz: Miss Alice Bunz, of Kansas City, early in life and early in her professional career, passed to her home beyond, May 2, 1915. Her preparation for teaching was acquired at Kansas University, and she had but recently finished that work when death claimed her. She was a loyal, devoted teacher of the Jackson School.

Caroline M. Sleppy: Miss Caroline M. Sleppy, forty-five years old, who had lived in St. Joseph all her life and who for seven years had been principal of the South Park School, died at four fifty o'clock, October 6, 1915, in the afternoon, at her home. Death was due to a nervous breakdown, which occurred seven weeks before her death. She was a graduate of Central High School and had taken a course at the University of Chicago. For the last 25 years she had taught in the St. Joseph Public Schools and had not missed a day in 17 years until her last illness.

Alfred Howard Akers. County Superintendent of Public Schools, St. Francois County, was born in the Valley of Virginia, near the city of Roanoke. October 12, 1855. Until the age of fifteen years Mr. Akers was reared upon the farm and received an education in a private school not far from his home. When he arrived at his fifteenth birthday he was sent to the Agricultural and Mechanical College at Blacksburg, Va. After a four years course there he matriculated at the University of Virginia

where he remained two years. With a view to entering the field of educational endeavor, Mr. Akers took a normal in Farmville and devoted the rest of his life to active educational work. In 1884 he came to the state of Missouri. For ten years he taught and acted as principal and superintendent of different schools in St. Francois County. In 1894 he was elected County Commissioner of Schools for St. Francois County and held that position continuously till 1909. He was then elected County Superintendent of Schools, which position he held until his death, August 9, 1915.

In his work as a teacher he was careful, consistent, and conservative. He was not easily captivated by attractive educational fads, but when a policy had been tried and found successful he readily applied it in his work. He was the faithful friend of beginning teachers and of those who entered his county to engage in teaching. He counted his friends by his acquaintances and was well and favorably known in state educational circles.

Robert Barclay Dunham Simonson was born in Somerset County, New Jersey, March 14, 1848. He died July 10, 1915. His public school education was followed by a college course in Hope College, Holland, Michigan, from which he graduated with the degree of Bachelor of Arts in 1875. In 1878 this college conferred on him the degree of Masters of Arts.

Professor Simonson was a teacher by choice. For this work he was specially gifted. His first work was in the schools of Cook County, Illinois. After that he was made principal of a high school in Porter County, Indiana. After two years here he served as principal of the high school in Troy, Missouri, for four years. For two years he conducted a private school in Troy.

After serving for one year as president of the Pike County College at Bowling Green he was chosen superintendent of the Louisiana, Missouri, public schools in 1886. In November, 1892, he resigned this to accept the superintendency of the Hannibal Public Schools. Here he did most efficient work for a period of fifteen years.

Having resigned his position in Hannibal, he was elected superintendent of the public schools of Jefferson City, Missouri. For six years he served in this field. Resigning this position he removed to his old home in Louisiana in 1913, where he was serving as a teacher in the public schools at the time of his death.

Of a pleasing personality and possessing all the characteristics which tended to make him popular with his fellow men, wherever he lived or went, he was well received. At all times he was deeply interested in the welfare of the community in which he lived. He was a man of a modest and retiring disposition, yet ever ready to serve good causes and to stand firmly for the cause of righteousness.

Porter M. Allison was born in Bosque County, Texas, November 27, 1866. At a very early age he came to Bates County, Missouri, where his parents have since resided. Here he received his elementary education in the public schools and his higher education at the Warrensburg Normal School and the Waco, Texas, University. For fifteen years he devoted his life to pedagogy, teaching in the public schools of Texas and Missouri. In April, 1909, he was elected County Superintendent of Public Schools for Bates County. In 1909 he was re-elected, without opposition, for four years, the length of term having been changed. Upon the expiration of his term as County Superintendent he was appointed Deputy County Clerk, which office he held until his death.

Jacob S. Bowers. Jacob S. Bowers was born in Philadelphia, Penn., March 20, 1847, and died at his home in Moberly, Mo., October 5, 1915. He was never a schoolmaster, but for many years he gave so generously of his time and thought to the service of the schools of his adopted city and of the state that he earned a place among them that was unique. For many years he served on the Board of Education of Moberly and deeply concerned himself with every movement that promised improvement in the

schools of his city. His most important work was in connection with the construction and care of the buildings in which the schools are housed and in the provision of the material conditions which make good school work possible. He maintained an active membership in the Missouri State Teachers' Association. His presence in our midst was always an inspiration to larger and better things.

Your committee respectfully move that, by a rising vote, this association direct that these memorials be incorporated in the minutes of this association.

John S. Collins, Chairman, St. Louis.

No further business appearing, the meeting adjourned until 7:45 P. M., November 4th.

SECOND GENERAL SESSION—THURSDAY, NOVEMBER 4, 7:45 P. M.

Meeting called to order by President Hill.

Music: Orchestra Selections, Orchestra N. E. High School. Director, Mr. F. E. Chaffee.

The prayer was given by Rev. Joseph M. M. Gray of the Grand Avenue M. E. Church.

President Hill stated that Chairman Barbee of the Committee on Professional Ethics would make his report at a later meeting.

Chairman Phillips of Warrensburg, of the Committee on Constitutional Code Relating to Education, discussed the importance of the work that this committee should do and urged that another committee be appointed to prepare a statutory and constitutional code relating to education for Missouri.

President Hill read a statement from Chairman Dodd, of Springfield, of the Committee on Teachers' Salaries, to the effect that the report of this committee had been delayed, awaiting the report of the Carnegie Foundation. The statement follows:

REPORT OF COMMITTEE ON TEACHERS' SALARIES.

The following letter from Hon. Wm. P. Evans, former Secretary of the State Teachers' Association, will explain itself, and will also explain the inaction of the Committee on Teachers' Salaries provided for by resolution at the last State Teachers' Association:

"Mr. E. E. Dodd, Springfield, Mo. My dear Mr. Dodd: The Executive Committee has named you chairman of the Committee on Teachers' Salaries, but as indicated in the enclosed statement, it was not felt that it would be necessary for the Association to duplicate work that probably will be done by the Carnegie Foundation. By postponing the work of the Committee until next year, the appropriation was made as stated above. Yours truly, Wm. P. Evans, Sec. S. T. A."

Following the recommendation of the Executive Committee, the Committee on Teachers' Salaries has not undertaken any investigation the past year.

Respectfully submitted,

E. E. DODD, Chairman.

Committee on Teachers' Salaries.

Chorus: Selections from "Hiawatha's Childhood," Bessie M. Whiteley, Horace Mann School. Director, Miss Regina Schnakeburg.

Dr. Henry H. Goddard, Director of Research, Training School, Vineland, New Jersey, gave an address on "The Backward Child and What to Do with Him."

"Vocational Education" was the subject of an address given by Honorable S. D. Fess, Congressman and President of Antioch College, Yellow Springs, Ohio.

No further business appearing, the meeting adjourned.

THIRD GENERAL SESSION—FRIDAY, NOVEMBER 5, 2 P. M.

The program for the third general session consisted of an exhibition by 3,000 Kansas City school children. This exhibition included school room calisthenics, work with all kinds of gymnasium apparatus, playground activities with apparatus and games, music by the combined orchestras of the schools, containing more than 300 persons. A detailed program of the music follows: a. Overtures, Marches, Waltzes, H. O. Wheeler. b. Spanish Folk Dances, arranged by Mrs. Whiteley. Combined Grade School Orchestras. c. Chorus, "Flower Chorus of Nations,"—Donizetti. Combined choruses of the Ashland, McCoy and Norman Schools. Director, Mrs. B. M. Whiteley. Accompanists, Miss Lena M. Spoor and Miss Pauline Campbell.

FOURTH GENERAL SESSION—FRIDAY, NOVEMBER 5, 7:45 P. M.

Meeting called to order by President Hill.

Music: Mixed Chorus, "Daybreak"—Fanning. Combined High Schools. Director, Miss Mari F. Whitney.

Invocation by Rabbi H. H. Mayer, B'nai Jehudah Temple.

Superintendent F. H. Barbee, Chairman of Committee on Professional Ethics, gave the report of this committee. On motion the report was unanimously adopted. This report follows:

REPORT OF COMMITTEE ON PROFESSIONAL ETHICS:

GENERAL RULES OF PROFESSIONAL ETHICS FOR TEACHERS.

1. We believe that the obligations belonging to members of this Association as a whole are:

First. To maintain the highest standard of preparation for service.

Second. To bring to its members the advancement, knowledge and experience of the profession.

Third. To secure all the material conditions necessary for the highest efficiency.

To accomplish these ends the obligations of every member are:

First. To avoid professional stagnation and professional disloyalty.

Second. To promote unselfish service and co-operation.

2. Those who assume to teach should cultivate the virtues of temperance, discretion, supreme honesty and modesty; they should refrain from all amusements, avocations and pursuits whereby the teaching profession may be brought into disrepute.

3. We hold that the promotion of child welfare, which includes the pupil's moral, physical and mental training is one of the most important problems of the day. There is no greater work than the improvement and conservation of child life.

4. This Association desires to call the attention of the people of Missouri to the fact that the needs of the past will not suffice for the future

and that a further enlargement of the function of the schools is necessary for the good of democracy and of the State.

5. We express our belief that the problems of organization and supervision of the schools demand special training for such service and that our institutions of learning should be properly supported for this purpose.

6. We hold that if the schools are to render the service expected of them, those responsible for the conduct of public education must be given control of a larger proportion of public funds and must be unhampered in the work by nepotism, sectarianism or political activity in any form, and that unless such conditions are made possible the schools should not be held responsible for the many shortcomings that necessarily follow.

7. School authorities should place in their executives such confidences and powers as will insure successful and progressive administration in school matters generally, and especially in reference to Courses of Study, Textbooks and selection of teachers. It is unethical and unfair for bookmen or agents to interfere with the work of the schools in any manner, and this Association resents any such action.

8. Executives and other teachers should bring to their work deliberation of thought and action, integrity and dignity of character, honesty of purpose, and an unqualified stand for the best in education and in social life.

9. In all dealings with each other, teachers owe perfectly frank and courteous treatment, honest and constructive criticism, and the fullest confidence and co-operation in sustaining the dignity and honor of the profession.

10. Teachers should aid in every way in sustaining the authority and good name of their superiors in the service, and they, in turn, should recognize the rights and privileges, professionally, of those under their direction. Perfect harmony and co-operation should exist between them that the highest efficiency may be reached. The professional service of the teacher cannot be efficient without co-operation and unity of effort. The profession requires the function of responsibility, on the part of some, and the loyal co-operation on the part of others.

11. Contracts should be regarded as binding upon all teachers, and should at no time be broken. However, it is ethically fair for the teacher to ask for a modification of her contract because of an unsolicited promotion.

12. Teachers should consider it a duty to be interested in the broader educational work of the State. As members of the State Association they should use every means to further its usefulness and extend its membership.

13. We urge that promotions should always be based on merit, and that claims of professional fitness, character, personal power, scholarship and teaching skill shall be regarded as the only legitimate claims to consideration. The use of general letters of recommendation should be discouraged, and the use of any religious, fraternal or political influence shall be regarded as strictly unprofessional.

14. The ideals set forth in the standard works of Pedagogy, and the instruction given in the Training Courses by the various State Training Schools, together with the printed Proceedings, Resolutions and Reports of this Association and the standards set forth by the Educational Press, provide standards and fulfill the need of the teachers of the entire profession. It would be difficult to set forth in detail rules that would govern the numerous ethical questions that may arise. There is a pretty well defined standard of right and wrong. We more or less gage our conduct and professional actions by the standard of Christian ethics.

Dealing one with another as embodied in the moral and religious canons of conduct are a sufficient safeguard.

15. We feel, as a final word, that teaching can never reach the plane of a profession, or meet the high standards laid upon it, until teachers are trained and developed professionally as well as academically.

Respectfully submitted: F. H. Barbee, Nevada, Chairman; J. A. Whiteford, St. Joseph; Elizabeth Brainerd, Trenton; Anna C. Gilday, Kansas City; H. L. Roberts, Cape Girardeau, Committee.

The report of the Committee on Junior High School Plan was submitted by the chairman, Principal F. C. Touton of St. Joseph. This report was unanimously accepted by the convention. It is printed in full on pages 167-179 of this volume.

President Kirk of Kirksville, chairman of Committee on Simplified Spelling, made an oral report, stating that the committee had made progress and suggested that the committee be given more time in which to complete its work.

Miss Elizabeth Buchanan of Kansas City, chairman of the Committee on English in the Grades, stated that the committee had not yet completed its report and requested more time for the work.

Music: Boys' Glee Clubs. a. "Annie Laurie"—Giebel. b. "Hail Us, Ye Free"—Verdi. Combined High Schools. Director, Mrs. Effie J. Hedges.

An address, "The Challenge of the American Spirit," was given by Dr. Edward A. Steiner, Grinnell, Iowa.

Professor Jay W. Hudson, University of Missouri, Columbia, spoke on "The War and World Reconstruction."

President Hill made a statement about the new constitution and called on Mr. Spencer to supplement what he said. Mr. Spencer discussed the new constitution pointing out its advantages over the old constitution.

No further business appearing, the meeting adjourned.

FIFTH GENERAL SESSION—SATURDAY NOVEMBER 6, 9 A. M.

Meeting called to order by President Hill.

Music: Woodland School Chorus.

Prayer by Rev. J. C. Armstrong, D. D., Westport Baptist Church.

Honorable Wm. P. Evans, chairman of the Committee on Resolutions, presented the report of this committee. President Dearmont spoke on the section of the resolutions advocating the constitutional convention. He pointed out the necessity for a new constitution and explained its importance to the schools of the State. County Superintendent McKinley of St. Charles County, spoke in favor of the clause in the resolutions advocating the county school unit as a substitute for the present district unit. Professor S. E. Davis spoke on the section of the resolutions relating to the Smith-Hughes bill.

Mrs. M. E. Griffin of Kansas City, submitted an amendment to the resolutions thanking the president for the excellent program and making

one or two other suggestions. These suggestions were accepted by the chairman, Mr. Evans.

Mr. Evans moved the adoption of the report of the Committee on Resolutions. The motion was duly seconded and carried unanimously by the convention. The report follows:

REPORT OF COMMITTEE ON RESOLUTIONS.

Resolution of Thanks: Resolved, That we thank the citizens, teachers, committees, school board, ministers, newspapers, the Coates House, the president for the excellent program, the 3,000 school children who furnished the splendid exhibits of callisthenics and playground exercises, the hundreds of children who furnished music for the general sessions, the local musicians who assisted, the decorating companies that beautified the meeting places and all who contributed in any way to the success of the convention, for hospitality and many courtesies shown us.

Constitutional Convention: Resolved, That a committee of five be appointed to carry on an agitation for a constitutional convention.

Smith-Hughes Bill: Whereas, The training of our workers for efficient service in the home and in the shop, as well as on the farm, is necessary to our continued welfare as a people, and whereas, federal aid is necessary in order to stimulate the states and communities to take up this work effectively, and whereas the Smith-Hughes bill now before Congress is a comprehensive measure providing national grants for the encouragement of industrial and household arts education, as well as agricultural education; therefore, Resolved, That this Association endorse the Smith-Hughes bill and ask the Executive Committee to appoint a committee to work for its passage.

Legislation Urged to Foster Vocational Education: Resolved, That the state legislature be urged to take immediate steps to foster vocational education co-operating with local endeavor, and by creating state institutions of less than college rank.

Constitution and Statute Revision: Whereas, This Association believes that the County Educational Unit is far more efficient than our present district unit system and favors its establishment at the earliest possible date, and whereas, this Association favors a continuous long term, non-partisan, appointive State Board of Education vested with general control of all the public educational work of the State, with power to appoint an executive secretary who shall be the State Superintendent of Schools and favors the removal of the present restrictions on school districts; therefore, Resolved, That since carrying out the foregoing preamble requires certain changes in the Constitution of the State, the Executive Committee is hereby authorized to appoint a committee to draft a new educational chapter for the Constitution and also to draft statutes to carry them out.

Simplified Spelling: Resolved, That we hereby adopt the simplified spelling of the list of November 28th, 1907, (Circular No. 15) for use in the printed Proceedings.

Teachers' Pensions: Whereas, a retirement system for teachers, 1st, encourages men and women of superior ability to enter the service of the schools; 2nd, tends to establish in the teachers an undivided interest in their work and renders possible the cheerful acceptance of the necessity of retirement when their effectiveness is impaired; 3rd, would place Missouri abreast of the times; therefore, Resolved, That this Association gives its unqualified support to the enactment of Teachers' Pension Legislation, whether by the State Legislature or by Constitutional Convention, and urges that members neglect no opportunity to influence not only the qualified voters, but also the public at large in behalf of such legislation.

Tuition: Resolved, That we recommend to the General Assembly the enactment of legislation looking to the payment of non-resident high school tuition as suggested by the Missouri Federation of Labor.

Free Textbooks: Resolved, That we commend the Legislature of Missouri for the enactment of the Free Textbook Law and refer with satisfaction to the fact that within two years of its inception the following cities, St. Louis, Kansas City, St. Joseph, Joplin, Hannibal, Jefferson City, Cape Girardeau, Nevada, Webster Groves, Chillicothe, Maryville and Kirkwood representing more than one-half of the population of the entire state, are now furnishing text books for the free use of the pupils in their schools, in addition to numerous smaller towns and villages and over one-half of the rural districts in a number of counties.

Foreign Language Methods: Resolved, That we endorse the position taken by the Missouri Society of Teachers of English and Modern Languages to the effect that: "The foreign modern languages should be taught by the use of the spoken language in the classroom as well as through reading and writing, since wholly satisfactory results are not obtained when any of these processes is neglected." Resolved further, That the secretary be instructed to forward this endorsement to the secretary of the National Education Association, with the request that that Association add its endorsement of this resolution.

Shakespeare Ter-Centenary: Resolved, That this Association favors making the Shakespeare Ter-Centenary a state-wide educational celebration.

International Mediation: Resolved, That this Association respectfully urges the President of the United States to unite with the rulers of other neutral governments in calling a conference of neutral nations to constitute a voluntary court of continuous mediation.

Joint Library Committee: Resolved, That this Association shall appoint a committee of two to act with a like committee already appointed by the Missouri Library Association to investigate school libraries throughout the State with a view to making recommendations at the 1916 meetings of the two Associations.

N. E. A. Appropriation: Resolved, That the Executive Committee be authorized to appropriate an amount not to exceed \$250 for establishing Missouri Headquarters at the 1916 meeting of the N. E. A.

WM. P. EVANS, Chairman, St. Louis.

W. M. OAKERSON, Secretary, Jefferson City.

At this time the vocal quartette, Kansas City Musical Club, rendered the following program: a. "Indian Serenade"—Beresford. b. "Her Rose"—Coombs. c. "The Snow Storm"—Rogers. Accompanist and director, Mrs. R. A. McLin. Mrs. W. N. Robinson, 1st soprano; Miss May Kelly, 2nd soprano; Mrs. O. W. Dean, 1st alto; Mrs. R. M. Havens, 2nd Alto.

President Hill made a number of announcements.

The secretary announced that the trophy cups would be awarded at a later period.

County Superintendent Albert S. Cook, Baltimore County, Maryland, spoke on "County School Organization, Administration and Supervision."

An address, "The Public School as a Test of American Faith," was given by Mary Antin (author of "The Promised Land"), New York.

Professor S. E. Davis of Maryville, chairman of the Committee on Time and Place, presented the report for the committee, as follows:

REPORT OF THE COMMITTEE ON TIME AND PLACE.

We, your committee on time and place, desire to submit the following report: Time of meeting, November 16, 17 and 18, 1916, and place of next

meeting, St. Louis, Missouri. The invitation is given by the Mayor of St. Louis, the Associated Retailers, the Merchants' Exchange, the Missouri Botanical Garden, and Convention Bureau, each giving guarantees of satisfactory entertainment. But the Executive Committee is given power to change the place of meeting, if in their judgment satisfactory accommodations cannot be secured.

Respectfully submitted,

S. E. DAVIS, Chairman, Maryville.

W. C. REAVIS, Secretary, St. Louis.

Mr. Davis moved that the report be adopted, which was duly seconded, and the report was unanimously adopted.

Mrs. M. E. Griffin, chairman of Committee on Nominations of Officers gave the report of the committee, as follows:

REPORT OF COMMITTEE ON NOMINATION OF OFFICERS.

We, your committee on nomination of officers make the following recommendations for 1916: President, W. W. Thomas, Springfield; 1st Vice-President, W. J. Stevens, St. Louis; 2nd Vice-President, Miss Roxana Jones, Milan; 3rd Vice-President, H. T. Phillips, Lexington; Treasurer, E. M. Carter, Columbia; Railroad Secretary, Philo Stevenson, St. Louis. **Executive Committee:** H. L. Roberts, six years, Cape Girardeau; J. A. Whiteford, six years, St. Joseph; M. A. O'Rear, four years, Springfield. **Member Reading Circle Board:** For a term ending November, 1918, Mrs. Josephine Greenwood, Kansas City. The committee also recommends the name of W. H. Martin, Kansas City, for state manager of the N. E. A. for Missouri.

MRS. M. E. GRIFFIN, Chairman, Kansas City.

MILES C. THOMAS, Secretary, Centralia.

Mr. Spencer moved the adoption of this report which was seconded by President Kirk and carried unanimously.

President Hill stated that the question of the new Constitution and By-Laws, submitted as an amendment to the old Constitution and By-Laws, was open for discussion. The complete text of the proposed amendment follows:

Amend Constitution and By-Laws of the Missouri State Teachers' Association by striking out the Preamble and all Articles from I to X inclusive and by striking out of the By-Laws, I to VI inclusive, so that when amended they will read:

CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS' ASSOCIATION.

ARTICLE I.—NAME.

This Corporation shall be known as the Missouri State Teachers' Association.

ARTICLE II.—OBJECT.

Its object shall be to advance the standards of the teaching profession; To secure the conditions necessary to the greatest efficiency of teachers and schools; and to promote the educational welfare of the State of Missouri.

ARTICLE III.—MEMBERSHIP.

Any person actively engaged in any branch of educational work may become an active member of this Association upon the payment of Annual or Life Membership Dues. Other persons may become Association Members, with full privileges, on payment of annual dues. Association Members shall not be admitted in excess of 25 per cent of the number of Active Members.

ARTICLE IV.—OFFICERS.

The officers of this Association shall be a President, one Vice-President, a Secretary-Treasurer, and an Executive Committee composed of six members. The President of this Association shall be ex-officio a member of the Executive Committee.

ARTICLE V.—THE ELECTION OF OFFICERS.

Section 1. All officers of this Association, except the Secretary-Treasurer, shall be elected annually by ballot, at the Annual Meeting, but by unanimous vote the Secretary of the meeting may be authorized to cast the ballot of the meeting for any candidate.

Sec. 2. One member of the Executive Committee shall be elected each year, to serve for six years.

Sec. 3. The Executive Committee shall have power to fill all vacancies occurring after the Annual Meeting, but such appointees shall hold office only until the general election at the Annual meeting next following.

Sec. 4. The Secretary-Treasurer shall be elected by the Executive Committee for a term not to exceed three years, and may receive compensation in the discretion of the Executive Committee. He shall furnish bond in a sum to be fixed by the Executive Committee, the premium for the same to be paid by the Association.

Sec. 5. No officer or member of this Association, except the Secretary-Treasurer, shall receive any compensation whatever for services rendered.

ARTICLE VI.—DUTIES OF OFFICERS.

The officers of this Association shall perform such duties and make such reports as customarily pertain to their respective offices, and shall perform such other duties as may be required herein, or may be required by resolution of the members at the Annual Meeting, or of the Executive Committee.

ARTICLE VII.—THE EXECUTIVE COMMITTEE.

Section 1. Annual Meetings of the Executive Committee shall be held in Jefferson City during the first week of the month of May, and at the time and place of the Annual Meeting of the Association. Other meetings of the Executive Committee may be held at the call of the President, due notice being given, and meetings shall be called by the President upon written request of three members of the Executive Committee.

Sec. 2. The Executive Committee, subject to the provisions of this Constitution, shall have general charge of the work of the Association, and shall have power to do all that may be necessary to fulfill the purpose of the Association, as herein set forth. It shall prepare the program of the Annual Meeting and provide each member of the Association with a copy at least one month before the Annual Meeting. It shall designate the amount to be expended for the Annual Meeting, but said amount shall in no case exceed two-thirds of the receipts of the previous year. It shall have in charge the finances of the Association and the enrollment of members. It shall make all appropriations and authorize all expenditures and contracts. It shall keep a permanent record of all its proceedings and shall present to the Annual Meeting a report of its actions and recommendations. It shall constitute a permanent Committee on Welfare of Teachers and shall be authorized to appoint a special Committee on Legislation for each session of the State Legislature. It shall annually make and file with the Secretary of State at Jefferson City a report in conformity with the provisions of the Articles of Incorporation of this Association.

ARTICLE VII.—QUORUM.

One hundred members of the Association shall constitute a quorum for the transaction of business.

ARTICLE IX.—ANNUAL MEETINGS.

The time and place of the Annual Meeting of this Association shall be determined by the Executive Committee, subject to instructions of the members at the Annual Meeting.

ARTICLE X.—PROGRAMS FOR ANNUAL MEETINGS.

The Executive Committee, with the advice and assistance of the President of the association, shall have charge of arranging the general and sectional programs for the Annual Meetings.

ARTICLE XI.—DUES.

The annual membership dues of all members shall be \$1.00 and said dues shall include a subscription to the Official Bulletin or Journal of the Association. Life membership dues shall be ten dollars (\$10.00).

No person whose membership dues are not paid shall be entitled to hold office in the Association, or to vote on any measure at the Annual Meeting or to receive the official publication. The fiscal year of this Association shall begin May 1st, and end the following April 30th. The receipts from Life Memberships shall be invested by the Executive Committee and the interest only be used.

ARTICLE XII.—OFFICIAL PUBLICATION AND PROCEEDINGS.

An Official Bulletin or Journal of the Association shall be published by the Executive Committee, and the proceedings of the Annual Meeting shall be published therein.

ARTICLE XIII.—AMENDMENTS.

This Constitution may be altered or amended at any regular meeting of the Association, by a two-thirds' vote of the members present; but any proposed change must be submitted in writing, and must be read before the Association at least twenty-four hours before it is acted upon.

At the time of such preliminary reading the time when the proposed Amendment will be submitted to vote must be stated.

ARTICLE XIV.

This Constitution shall take effect immediately upon its adoption.

BY-LAWS.

LAW I.

The proceedings of this Association shall be governed by "Roberts' Rules of Order."

LAW II.

The President of this Association shall appoint each year a Committee on Necrology, who shall make report to the Annual Meeting.

LAW III.—NOMINATION OF OFFICERS.

On the afternoon of the first day of the Annual Meeting, members of the Association from each Congressional District, shall meet in a place and at a time designated by the President of the Association and shall choose one member of the Committee on Nomination of Officers, and one members of the Committee on Resolutions. The Committee on Officers shall meet before 10 o'clock on the morning of the second day and shall nominate candidates for the following offices: President, Vice-President, and one member of the Executive Committee, and shall report to the Association at its session next following.

The Committee on Resolutions shall meet before 10 o'clock on the morning of the second day, and shall report to the Association at its session next following.

LAW IV.—THE STATE READING CIRCLE.

The State Reading Circle shall be encouraged in every possible way by the Association. Its financial management shall be under the control of the Executive Committee of this Association, and the Secretary-Treasurer of the Association shall conduct the routine business of the State Reading Circle under the direction of the Executive Committee.

The Reading Circle Board shall consist of five members as follows: The President of this Association, the State Superintendent of Public Schools, and three members of this Association, not on the Executive Committee, one to be appointed by the Executive Committee each year for a term of three years.

There shall be held annually one joint meeting of the Executive Committee and the Reading Circle Board, the time and place to be designated

by the President of this Association. The Reading Circle Board shall select such publications and arrange such courses of study as in their judgment may lead to the better professional equipment of the teachers of the State and to the strengthening of the habits of profitable reading among the pupils of the State. The Board shall make report of all its proceedings to the Executive Committee, and this report, together with a statement of the receipts and expenditures of the Reading Circle business shall be laid before the Association at the Annual Meetings by the Executive Committee, and published with the proceedings of the meeting.

LAW V.—WHO NOT ELIGIBLE FOR RE-ELECTION.

No member of the Executive Committee, or appointive member of the Reading Circle Board shall be eligible to succeed himself.

LAW VI—PAPERS.

Each paper read before the Association, or any department thereof, shall be furnished the Secretary for filing, or for publication if demanded by the Executive Committee.

LAW VII.—DEPARTMENTS.

The Association shall consist of the following departments: 1. Department of University, Colleges and Normal Schools. 2. Department of School Administration. 3. Department of Secondary Schools. 4. Department of Elementary Schools. 5. Department of History. 6. Department of Science. 7. Department of Mathematics. 8. Department of Music. 9. Department of Manual Arts. 10. Department of Classics. 11. Educational Council. 12. Department of English and Modern Languages. 13. Department of Libraries. 14. Department of Rural Schools. 15. Department of Teachers of Education. 16. Department of Household Arts. 17. Department of Missouri Peace League. 18. Department of Kindergarten Primary. 19. Department of Commercial Training.

Any of the above named departments may be discontinued, or merged with other departments, and other departments may be added, by application of ten members, in writing, to the Executive Committee.

Each Department shall select its own officers, make its own program and report its proceedings to the Secretary of this Association within ten days after adjournment of the Annual Meeting.

Mr. Spencer discussed the advantages of the proposed constitution and by-laws. Mr. Holmes, Central High, Kansas City, spoke against the proposed constitution and by-laws and offered the following motion: That the proposed constitution and by-laws be submitted to a committee of three to be appointed by the President of the State Teachers' Association, with instructions to consider these amendments and to report at the next annual meeting of the Association. This motion was seconded by President Kirk and carried by the convention.

In the absence of the newly elected President and first Vice-President, President Hill introduced Miss Roxana Jones as second Vice-President of the Association, who presided during the remainder of the meeting.

President Kirk moved that the Executive Committee be requested to set the date of the business meeting of the Association on the second day of the meeting. Mr. Spencer stated the constitutional hindrances to this motion. Superintendent McCartney of Hannibal seconded the motion which was carried unanimously.

No further business appearing, the second Vice-President, Miss Jones, declared the Fifty-fourth Annual Meeting of the Missouri State Teachers' Association adjourned.

A. ROSS HILL, President, Columbia.

E. M. CARTER, Secretary, Columbia.

ADDRESSES GIVEN BEFORE THE GENERAL SESSIONS

ADDRESS OF WELCOME.

Mayor Henry L. Jost, Kansas City, Mo.

Mr. President, Ladies and Gentlemen:

I want to assure you in the name of our people that you are welcome to this city. I do not propose to use the customary speech of welcome to delegates of this sort that is usually employed by mayors on these occasions. I do not know anything about the subject of education. I feel very unfit and unqualified to talk to an assembly of educators; and the longer I live and the more I see of life and the more I have to do with the affairs of life the more conscious I become of the fact that I do not know anything. I am not going to mix up shop in anything that I may have to say. If I were to lose my imagination and strike the shackles of restraint and reach up into the pigeon holes for some of my recent addresses I might get them badly mixed up in presenting them to you, because you might get a part of a speech delivered to a Hay Bailers' Association by me last week, or to a horse and mule dealers' assembly, or to a jewelers' convention, or a health assembly, or the doctors, to whom I spoke last night; and I might find myself in a predicament and mix up my material after the fashion of the Episcopal rector. A young rector who had recently taken holy orders was called upon to marry a young couple, and disdaining the use of the prayer book undertook to repeat the ceremony according to his best recollection. He got along all right until he came to the concluding part, and then he went into a rather peculiar channel by saying: "Now, if there are any of these friends present who would like to have a last look at the remains just let them come forward."

I do not know whether it will be considered very good taste for one to receive guests in the city and talk about the accomplishments of the city, but surely I may say that which the record proves for our locality here: That within the space of a brief generation, within the lifetime of some of our citizens that live here, a struggling settlement along these bluffs has extended and grown into the commanding metropolis of the West, through whose gates flows the mighty commerce of a quarter of this republic. The topography here that seemed to interpose insurmountable barriers to city building has been subdued and made into one of the picturesque places of this land. Hills have been planed down to usefulness; gullies filled up and leveled to receive sky-scraping office buildings and industrial establishments. Twenty-five hundred acres of parks connected by one hundred miles of wide, ornamental boulevards present a municipal luxury unparalleled in this country, and such a marvelous natural picture that people from all over the globe come here to look upon it in wonderment and amazement. One thousand miles of streets, five hundred miles of which are paved, sustain the wheels of an enormous traffic tonnage daily, equaling from five to ten times the amount passing over the streets of Denver, Indianapolis, St. Paul and other cities of like population. We have a waterworks system here that represents an expenditure of nearly twenty millions of dollars, owned by the city, and it transforms the waters of the Missouri River into such a wholesome and delightful beverage that many people think its use should be compelled by law rather than the productions of Anheuser-Busch or Lemp or those institutions. We have a street railway system here, over which for a single fare of 5 cents passengers are carried twenty miles, and children at half fare; and recently have cast our relations with them in such a way that while preserving all our present rights and advantages in twenty years we become the owner of the property as a municipal institution, without any advancement of public funds, out of our participation in the earnings. We

have here a moral, God-fearing, upright people. All religious creeds are recognized and tolerated. We count here as equally good servants of the Lord the bonneted lassie who sings at the curb under the starry heavens with her tambourine in her hand and the stately dame who gracefully genuflects in the presence of the Cross under the dome of St. Peter's Cathedral. Our men are generous; our women are divine. The armored knight of the olden day was never prouder nor more loyal to his fair lady than is the gentleman and chevalier as he honors and respects the nobility of manhood above the jewels of this life. Some cities boast of their public munificencies, their charities, and others of their organized efforts to abate the tenements and slums and other forms of social misery. We know not of any of these. Now and then some zealot, anxious that we possess the insignia of a real city, teaches and preaches of some ill that we suffer from only in his imagination. We haven't any appreciable number of our people in settled conditions of hardships, or in the permanent grip of poverty. We haven't any slums; we haven't any of those social sores that are too unfortunately found in large centers of population. Some of our newspapers and some of our social workers seem to think we have, but we have not. The principle of mutual co-operation and assistance and good fellowship runs like a thread of gold through our citizenship. Fire, storm and flood have swept over us here and crumbled the hopes and fortunes of many, but the unscathed have always, without exception, repaired the injuries sustained by their fellows, not as charity, but as a duty. We have never gone outside our limits to take charity or help from anybody in this community. Like all centers of population we have drifting here that class of human driftwood without aim, without purpose, without object, and which threatens sometimes in these big cities to become a kind of perplexing funga which saps much municipal energy, but this city, through what is known as its Welfare Department, which is a novel and curious phase of municipal development, a thing that has become nationally and internationally known, has solved this problem so that it does not greatly trouble us. We have here plenty of bread and meat and shelter for the man who is willing to give brain and muscle for it, and when a man comes, or a woman comes to this city and pleads the right to become a public charity our Welfare Department takes charge of them and gives them temporarily food and clothing and shelter, and the next day finds them employment, which they must take or else go on their way. We haven't any real city jails in Kansas City, so even those of you who are unaccompanied here by the splendid governor that always ought to accompany a man, his good and faithful wife, even those of you who are not so favorably and beneficially attended, need not be afraid. We haven't any jails here. We have a municipal farm. In this city instead of jailing an offender and carrying him his food two or three times a day we send him to the farm and let him hoe and get plenty of good exercise, and we take than offender—and this ought to be of interest to this assembly—and we school him, we educate him, we teach him and train him. We teach him something useful. We make him acquire information that will be serviceable to him, and then when he serves his time we help him into a new chance, and the result of it is we have taken in the city thousands of people that have broken our ordinances and regulations and made them into useful citizens where they would otherwise be mere human junk, and in the factories and industrial establishments of this city you may find men living honorable lives, pursuing skilled trades and supporting their families in an honorable way, due to the active educational, instructive work on the part of this municipality. I shall not undertake to give you a full catalog of what this new, virile, energetic, progressive municipality has accomplished; but you are in a city that is truly representative of the Western spirit, one that does its business in a Western way; one that carries on its work with sledge hammer blows, one in which you can feel inspiration to help you in your tasks, because you can find in the work of this city an example of what work and well-directed work means. I do not say that by way of any bragging spirit about my work. On the contrary, but a lot of people, and especially The Star, will tell you that Kansas City is 100 per cent fine, everything except its mayor. According to The Star and my critics I have

developed from the state of a pleasant nuisance three years ago into a very vicious type recently, but notwithstanding the load the city goes forward. The force that has built up this mighty seat of commerce is the men and women that have lived here for the past fifty years. You are in the midst of the best type of American citizenship. You are here with a hospitable people, one that appreciates education, because in the length and breadth of this country you cannot find a better system of schools and a better manner and method of handling them than you find right here in this district. We are interested in education. We are proud of our schools. We are proud of what they are accomplishing in our educational work here. And one of the things which every Kansas Cityan will brag about is its catalogues among the great names that are linked with its history and growth, and that by years and years of splendid service that fine, estimable, capable, splendid gentleman whose work founded the Kansas City schools and brought them to the present state of perfection, Dr. Greenwood. We count him one of the most illustrious citizens that our city and this community has ever produced.

I shall not tire you or take any more of your time. I came merely to express the appreciation of our people that you have selected this city and have come here and assembled to deliberate upon so important a subject as public education. And I hope that your meetings will be of profit to yourselves as well as to the public. I trust that during your labors you may find some opportunity to go about and see this municipal giant, the work that is going on, and the growth that it is making, because many of you have been here in years past and can see what has been accomplished since you were here before. I hope that you will find enough of substance and beauty within our gates to charm you back at another time. I thank you.

RESPONSE TO ADDRESS OF WELCOME.

Hon. H. A. Gass, State Superintendent of Public Schools, Jefferson City.
Mr. Mayor, Ladies and Gentlemen:

We are glad to be in Kansas City. We were delighted when we received the invitation a year ago to come here, and we accepted it with joy. And we accept with gratitude the cordial welcome so eloquently extended to us by His Honor, the Mayor of this great city. We have known something of the greatness of this city in years past. We have known of its great school system. It is familiar in every city and hamlet between the oceans in this great country, made great by that great superintendent who spent thirty-nine years of his life in charge of these schools. The name of Greenwood is familiar in every school in the United States and beyond the boundaries of this great country. We are glad to come back again, Mr. Mayor, to this city, which has been made educationally great at least by this great educator, and which is being held and pushed forward by the gentlemen who are now in charge of its school system. We are glad to learn that there are no jails in Kansas City. We have not seen any signs, "Keep Off the Grass," since we have been here. We have noticed no signs, "Look Out for Pickpockets." That may be because you have such an efficient police force, or it may be because most of us don't have any pockets, anyhow, and we are not very much afraid of having them picked.

By authority of the President of this Association I accept this invitation, Mr. Mayor, and I accept it in the name of the great University of the State of Missouri. I accept it in the name of the five great Normal Schools of this great state, and the more than six hundred High Schools and the ten thousand school districts, represented by thirty thousand school directors and twenty thousand school teachers. They are not all here, but they are represented. I accept this invitation in the name of nine hundred thousand school children. Ladies and gentlemen, I accept this invitation

in the name of the great State of Missouri, represented here by you, because you represent the greatest interests we have, our children, and when you touch the heart of the child you touch the heart of every one.

I hope and believe that growing out of the consideration and consultation, and the debates and arguments of this Association, there shall come something that shall be greatly good for the State of Missouri. I hope that this citizenship, represented here today in this organization, will promulgate something that shall result in better laws, in better opportunities, in better advantages than we now enjoy. I believe that this shall be the result.

I am glad, Mr. Mayor, that you did not announce that you had put on an enlarged police force because of the coming of this convention today. I think all the policemen might go on a vacation, so far as we are concerned, and the jails—no, the farm, that industrial farm—will probably not receive any additions to its force from this body. Mr. Mayor, we believe that we shall enjoy to the full the many advantages of the great hospitality you and your citizens have extended to us, and in the name of the state and of these people we accept this invitation.

PRESIDENT'S ANNUAL ADDRESS.

Dr. A. Ross Hill, Columbia.

The Missouri State Teachers' Association was organized "to elevate the standard of teaching, encourage professional advancement and promote the educational welfare of the State of Missouri," and our efforts in these directions are naturally focussed in this annual meeting. The custom and constitution of the association make it the privilege and duty of its president to deliver an annual address, and I suppose the purpose is to review past achievements, especially the educational advancement of the preceding year, and to suggest some problems for the immediate future. Sometimes educational advancement is marked by progressive legislation affecting education, by improvement in the conditions that surround our work as teachers; sometimes progress must be looked for only in the greater skill and better professional spirit that we bring to our daily tasks.

Now the enrollment and attendance at this meeting, the largest in the history of the association, may be taken as evidence of some spiritual growth; and those in touch with the daily work of the rank and file of teachers and of their supervisors and leaders testify that the past year has witnessed not only improvements in the details of school work thruout the state, but also a growing insight on the part of leaders among us into the function of schools and the best methods of discharging them and a growing appreciation of the most vital educational problems. There is less blind following of tradition and more adaptation of instruction to the age and environment of pupils and to the social and industrial conditions of the present time.

On the other hand I am unfortunately not able to point to the passage of much needed school legislation since our 1914 meeting, in spite of the earnest and well directed efforts of our Committee on Legislation; but it should be borne in mind that the preceding five years witnessed the enactment of such a body of educational legislation as to constitute this period an epoch in the history of education in Missouri. Permit me to recall some of the most significant measures.

Laws requiring county school supervision, state aid to weak rural schools, lengthening the school term, apportioning the state school fund on a teacher and attendance basis, raising the standard for teachers' certificates, providing teacher-training courses in first class high schools, all initiated and advocated by this association, should do much to improve educational conditions in the rural districts, to increase the supply of reasonably trained rural teachers and to stimulate greater efficiency and better professional spirit among them. And the laws providing for

consolidation, transportation of pupils and aid to high schools not only tend to advance the interests of secondary education throughout the state but to bring the benefits of high schools to youth in districts that heretofore could not hope for high school education while living at home.

While the majority of these laws aim at improvement in rural education the rural school still lags behind the schools of towns and cities. Let us note a few significant facts. The average term in the country is 138 days as compared with 185 days (47 more) in the towns and cities; the value of school property is \$18.00 per pupil as against \$81.00 in town; in the towns more than three-fourths of the teachers have had four years of high school training and more than one half had two years additional in normal school or college, while only about one-fifth of the rural teachers have completed a high school course, and less than one-tenth have had additional normal school or college training; more than three times as many rural school teachers are teaching their first terms as in the towns, in proportion to total numbers; the average salary of rural teachers is about one-third the average salary in towns.

If we turn to the reasons for this situation, the following would seem to be pertinent. The average tax levy in the towns is double what it is in the rural districts; the total annual expenditure per pupil is nearly three times as much in the towns as in the country. Nor is this to be charged to the state legislature, for the state pays \$1.00 out of every \$6.00 for the support of rural schools and only \$1.00 out of every \$12.00 for the support of town schools. In fact there are 14 counties in the state in which the state pays from 33 1-3 to upwards of 50% of the cost of the schools. Nor is it in any large proportion of cases due to lack of wealth in the rural districts, for in more than one-half the counties the assessed valuation per teacher is greater in the rural school districts than in the towns.

As pointed out by President Phillips a year ago, the most effective remedy for this situation could be found in changes in the state constitution. There is, for instance, no valid reason why school boards in cities of 10,000 inhabitants should have the power to levy a higher school tax rate than in other districts. Forty cents on the \$100 valuation is entirely too low a rate in all districts and it is a useless expense to require a vote of the people to increase it, to say nothing of the danger that in some cases an efficient school cannot be conducted because a majority of the voters fail to approve the necessary increase. There is no reason why the rural districts should be discriminated against and not permitted to vote the rate of \$1.00 that can be adopted by the voters in town and city districts. Rates which were deemed high enough in 1875 are too low for the present day needs of the schools.

In another respect provisions of the state constitution endanger the development of education in Missouri. The greater development of public schools in the last few years has come from increased stimulative state aid. This should be continued and increased, but this may not be possible without making provision for additional state revenues. The constitution absolutely limits the tax rate for general state purposes to 15 cents on the hundred dollars valuation. While the state raises some revenue from other sources than the tax on property the chief of these are being affected by state and local legislation so that the amounts received from these sources are growing less each year. Even without new educational measures, calling for larger appropriations from the state, we face, it seems to me, a financial crisis in the educational development of this state.

But there are other educational problems pressing for solution that will make even greater demands upon the revenues of the state. Of these perhaps the greatest arises from the demand for vocational education. The report of the Committee on Industrial and Vocational Education, presented at our 1914 meeting, dealt in so exhaustive a fashion with this question that it may seem superfluous to call attention to the matter at this time. But inasmuch as it was wholly ignored by the last general assembly and inasmuch as there is considerable indifference to the subject on the part

of the people generally and even it is to be feared among teachers, I venture to use part of my time this morning for its discussion. Our cities have made a good beginning in vocational education and pre-vocational courses are common in the high schools of the state, but the state as a whole has done practically nothing in vocational education proper.

Now it is the duty of the school to promote the welfare of the community that supports it and to aid the individual pupil to become a useful member of the community. Economic efficiency is fundamental to that usefulness and that welfare. Thorough vocational education along industrial lines has proved itself to be the most effective human instrument yet devised for increasing economic efficiency, and the best example of this is to be found in Germany. The little German kingdom of Bavaria has more trade schools than can be found in this entire country. There are more industrial workers being trained at public expense in the city of Munich (not quite as large as St. Louis) than in all the larger cities of the United States combined, representing a population of more than 12,000,000. It is substantially correct to say that practically every German citizen who could profit by it may receive vocational training for his life work in schools supported out of the public treasury. And the result is seen in the fact that Germany leads the world in the production of articles requiring a high grade of manual skill for their manufacture. We have to sell raw materials or half-finished products while Germany sells brains.

Our vocational and pre-vocational education up to date have done a good deal to recognize different tastes and abilities and to equalize opportunity in preparation for life work. They have tended to democratize general education. But the time has come when we must extend that democratization beyond the grades hitherto affected and offer facilities for the great body of industrial workers to make similar preparation for their work in life that are already afforded to industrial leaders by our colleges of agriculture and mechanic arts and to professional man by our schools of law, medicine, education, etc. This means that we must establish schools and courses in industrial and other vocational lines to serve youth between the ages of 14 and 18 who cannot or have not the inclination to get complete high school training before entering on technical studies.

Vocational training is demanded for those who are preparing to become workers in the more common occupations, in order that the natural resources of the State and Nation may not be wasted, but conserved and developed; that human labor may not be wastefully, but economically and productively employed and a remedy found for unemployment; that an effective substitute be provided for the apprenticeship system which prevailed in the simpler age of production and which "large scale production, extreme division of labor, and the all conquering march of the machine have practically driven out"; that wage earning power be increased and the higher cost of living be offset. If this is true of the industrial trades, it is even more applicable to agriculture where in the nature of the case there can be less organization of labor and less opportunity for leadership and direction of unskilled labor by those who have received extensive scientific and technical training.

Not only will it require expenditure of considerable money by the State and local communities to meet this need, by way of establishing vocational schools and courses, but a serious difficulty will be that of obtaining suitable teachers of industrial subjects. The teachers available know little of the industries, even most of those who are now attempting to teach manual training, and those with the technical knowledge do not know how to teach. Besides, people of first rate ability who might learn to teach cannot be gotten from the industries themselves, for the salaries that can be paid will not attract them.

How is the situation regarding teachers and funds to be met? It occurs to me that the most helpful suggestions have come from the Commission on National Aid to Vocational Education, appointed by President Wilson in January, 1914, which reported to Congress on June 1, 1914.

It presented a bill to Congress which provides for national grants to the several states for the following purposes:

(1) The training of teachers of vocational subjects, to be apportioned to the States on the basis of population.

(2) Salaries of teachers, supervisors and directors of agricultural subjects, including home economics, below college grade, to be distributed to the states on the basis of rural population.

(3) Salaries of teachers of trade and industrial subjects of less than college grade, to be distributed on the basis of urban population.

The amount of the federal grants would increase annually, reaching their maximum in 3, 6 and 8 years respectively. Missouri's share in these grants would be as follows:

(1) For the training of teachers, first year \$17,900, maximum \$35,800.

(2) For instruction in agriculture, first year \$19,200, maximum \$115,200.

(3) For instruction in the trades, first year \$16,400, maximum \$98,400.

That is to say, beginning with total grants of \$53,500 a year the maximum for Missouri would reach \$249,400, (from the Federal Treasury).

But as in the case of the Smith-Lever act for extension work in agriculture and home economics the bill requires the state, in order to receive the benefits of the congressional grants, to expend at least an equal sum. No doubt Missouri people would be willing to meet these terms, but here again we shall squarely face a revenue situation which makes it impracticable for the Missouri legislature to do so without doing injustice to established educational and other governmental agencies. A remedy could be found in an amendment to the constitution removing the present limitation on the tax rate for state purposes.

But another plan and one that perhaps offers greater promise than is apparent is to increase the assessed value of property. The law now requires that all property shall be assessed at its true value in money, but this is not done in any county. It is probable that taking the state as a whole property is not assessed at more than one-third of its value. Furthermore, there is wide divergence among the different counties respecting the ratio between the real and the assessed value.

The same situation has existed in other states and in some it has been remedied by effective agitation for enforcement of the law. At one time the situation in Illinois was worse than in Missouri, but largely as a result of the activity of school teachers a marked improvement has been brought about. In Michigan too a similar movement led to the more equitable assessment of property and a great increase in the revenues of the State.

The Constitution of Missouri gives to the State Board of Equalization, consisting of the Governor, Auditor, Treasurer, Secretary of State and Attorney-General, the function of adjusting and equalizing the assessed value of property among the counties. Now it would doubtless be better to have a body of men who have no other duties to perform, but a change would require an amendment to the Constitution; and it should be possible, by furnishing the present Board of Equalization with adequate assistance, to secure the facts that will enable it to enforce the law which requires that property shall be assessed at its actual cash value. If this were done the State would be able to secure adequate revenue on the present tax rate, or even with some reduction in the tax rate, and there would be greater justice in taxation among the citizens and counties of the State.

While many of the greatest educational problems facing the State demand progressive legislation affecting the schools and the state and local revenue, for which this association should put forth its strongest and best organized efforts, we teachers must not lose sight of the fact that some improvements are possible for which we are directly responsible. In other cases, where no strong prejudice on the part of the people exists against needed changes in legislation and school organization, we are in position to virtually determine the trend of educational development in Missouri. Permit me to call attention to a few of these.

In spite of the fact that practically every teacher who presents a paper before an association of this sort announces that it is not the aim of the school to help the child accumulate knowledge, it remains true that in actual practice we are largely concerned with imparting information, chiefly in the form of the accumulated learning of adults, and we try to force this upon pupils with too little regard to whether they need it, especially in our particular form, as they go along. We forget that learning is a necessary incident of dealing with real situations. "We are continually uneasy about the things we adults know, and are afraid the pupil will never learn them unless they are drilled into him by instruction before he has any intellectual or practical use for them." We also emphasize quantity rather than quality of knowledge and demand results that may be exhibited when called for rather than personal attitude, interest and the spirit and method of discovery. Our schools are sometimes justly criticized for giving a smattering and superficial impression of a large number of miscellaneous subjects. But the remedy is not to be found in a return to the three R's; rather in a surrender of the attempt to "cover the ground", in dealing thoroughly with a few typical experiences in such a manner as to master the tools of learning, in helping the pupil develop the power to discover information and to make knowledge. Not knowledge, but knowledge making power should be the aim.

Children attend school to learn the business of living, but to learn it better than they could without going to school. The curriculum of the school should then find its center in the occupations and life of the community and reach through these to the life of the world. An adherence to this principle would revolutionize much of our teaching of arithmetic, geography, high school science and other subjects, but perhaps nowhere would its influence be greater or more beneficial than in the teaching of English. As culture is a by-product of the educational process so progress in the use of the mother tongue comes about from using language as a means of communicating ideas, ideas that are significant to the child. These ideas may as well relate to carpentry or cooking, to history or science as to selections from the literature of the language. The teacher can give a lesson in composition or grammar every time any one in the class room talks or makes a written statement about one of his experiences or discoveries, whether relating to his games, his regular lessons or the occupations, customs and activities of his environment or of the world. Skill and accuracy should be demanded, but these can best be secured when there exists some motive for them.

We are still too much dominated by individualistic conceptions of education. This point of view has influenced every phase of life. The church has emphasized the salvation of the individual soul, and the industrial and commercial worlds have glorified the man who has achieved individual success in amassing a fortune or organizing great enterprises. It has been natural that in the school especially this point of view should have prevailed because the individual child is always before the teacher and his individual problems and difficulties are always claiming her attention. Furthermore, schools started in this country in pioneer days when a small number of people were scattered over an immense area, when we had an every-man-for-himself society. But present day life throws the individual into a host of social relationships and the school pupil needs a distinctively social training. Society suffers today from a maladjustment of individuals due largely to an excessive development along economic lines without a corresponding development of social relationships. The social consciousness has not grown fast enough to keep up with economic progress. The readjustment must be made through education and the school must share heavily in the responsibility.

Perhaps nowhere is there a better field or a greater need for the adoption of these ideals than in the rural school. It in fact represents the type from which much of present day education has developed, and if it has not furnished in all respects the pattern on which the city school was built, it has furnished the ideals of the school to the community

which have persisted in many people's minds to this day. Now the social needs in the open country are relatively simple and many of the obstacles to the realization of school aims are not to be found there. The essential difficulty before the country school is not the complicated social situation of the city, but the inertia of country people and country teachers. The rural school must get into closer touch with the actual needs of rural life, not only economic, but social and intellectual. The curriculum can be improved by utilizing more fully the materials afforded by the country environment; the school as an institution can be made more significant by making the school house a social meeting place and by having the teacher identified fully with country life; and the school and the home can be brought into more sympathetic relationships through parent-teacher associations, by the teacher taking the leadership in the direction of boys' and girls' clubs, based on economic interests but with great social possibilities, and in the guidance of wholesome play and recreation among the children and youth of the country side. These are only a few indications of the ways in which the work of rural schools may be re-directed and re-vitalized.

But rural education not only needs re-direction and re-vitalizing, it also needs re-organization with a view to securing more adequate maintenance and fuller and more adequate supervision. Our present system of rural school administration and finance is wasteful of effort and money and stands in the way of sound progress. There are 1384 school districts in the State having an average enrollment of less than 15 pupils and nearly half of these have less than 10 pupils. I hold no brief for any particular form of organization, but it is clear that the district system results in stranded and weak rural schools in many places, in the employment of many ill prepared and weak teachers who should be forced to make more adequate preparation, and in a lack of many of the essential elements of educational efficiency.

But the country school is not the only one requiring re-direction and re-organization. Taking the nation as a whole, and Missouri offers no exception, there is much waste in educational effort. It is the opinion of many, and I must confess that I share in that opinion, that an important illustration of this is found in the 7th and 8th grades of the elementary schools. At the same time there is perhaps the greatest mal-adjustment in the first year of high school, and the pathetic thing about it is that the average high school teacher seems so indifferent to this fact. From 8th grade work not worthy of the intellectual effort of a pupil entering upon the teens, the youth is introduced to, or more correctly speaking, is required to master and solve at home, the most formal problems in algebra, English grammar and composition, etc., that he will have to face in his entire life as a student.

I am not concerned in this discussion with the details of the solution, but it does seem that whether we adopt the junior high school plan or eliminate the eighth grade, or add one year to the elementary school and make the three upper grades better suited to the needs of pupils of that age and that advancement, some re-organization of city schools and of secondary education generally is demanded in the interests alike of the oncoming generation and of the society of which they are to become members. That re-organization must regard the need of making the work of the upper grades of the present elementary school more significant, the importance of adjusting better elementary and secondary education, the adaption of elementary, secondary and collegiate education to the needs of people at their respective stages of development, and to the demands of the society of the 20th Century in America.

Addresses before the general sessions and papers before several sections will deal in more detail with some of the problems touched upon here and I bespeak your careful attention to them and to any resolutions which may be proposed looking to active participation of this association in work for the promotion of the educational welfare of Missouri.

TER-CENTENARY OF SHAKESPEARE.

Miss Amelia C. Fruchte, St. Louis.

Miss Fruchte, in treating her subject, "The Shakespeare Ter-centenary," spoke briefly of the educational and communal types of that celebration, and also of the civic and national forms of memorial that should come as permanent results. She said, Civic Committees have been appointed in many of the large cities and a National Committee has been proposed to forward the production of a theatre, a repertoire company, a dramatic school, endowed lecture courses, or a Shakespeare Society. She then claimed that after all, the most abiding memorial in all probability would be the various forms of literature, such as bulletins, circulars, bibliographies, histories and music—all of which would be extremely interesting in awakening people to plans of organization, but would live only in the pleasurable memory of the community afterward. She spoke too, of the importance of various Shakespeare courses of study, such as those prepared by Dr. Felix Schelling, of the University of Pennsylvania, Prof. P. D. Sherman of Oberlin College, Charlotte Potter of Philadelphia, and Dr. Denton J. Snider of St. Louis. She then advanced the idea that all of this study should lead to a climax in a progressive interpretation of Shakespeare's thirty-six dramas, his one hundred and fifty-four sonnets and his few short poems. Activity in his direction is already great. Mr. Percy MacKaye has in preparation an elaborate pageant requiring large numbers for community celebration that is to be presented in the Stadium of New York City, under the direction of The Players Club, founded by Edwin Booth. We, of Missouri, are not to be left in the rear. We have already a dramatic—epic poem by our own psychologist, critic, poet, who is himself the author of about as many books as Shakespeare wrote, Dr. Denton Jaques Snider. This poem abounds in vivid imagery and exquisite lyric strains, and is easily adapted to a lecture recital with musical illustrations, or to dramatic dialogue. The composition of the music is in the hands of one of our eminent St. Louis composers. in the action of a poem of which he is the hero performing a literary deed as yet the most significant in history.

The Shakespearian world is conceived as a lofty city called Shakespearopolis which rises up in the center of the Magic Isle of Prospero, well known as the scene of the poet's "Tempest." The residents of this city are Shakespeare's characters, and the buildings in which they live are his poems. Their census would give nearly a thousand in population, occupying about forty different structures.

The Shakespeariad is composed of two parts: The sylvan and the urban. The former is the wooded portion of the Isle which is rimmed on the outside by the sea with the vessels of the visitors approaching, and which on the inside mounts up into the urban part already mentioned. The throng of visitors from all quarters of the globe appear especially in two representatives: Pandora from Hellas and the East, and young Prospero from Atlantis and the West.

Certain leading characters are seen to be evolving out of the poet's shapes into those which correspond to our own time. Particularly Caliban and Ariel, earliest denizens of the Magic Isle, are unfolded into their modern parallels. But most distinctively Hamlet, after a fresh deepening of his gloomy pathos is brought to overcome his tragic pessimism in a new reconciliation.

Shakespearopolis in its entirety is conceived as a community in which all of Shakespeare's characters form a social system with its own laws and governance. Hence the city has its own institutional order, we may say its own distinct soul apart from its members. Such a communal polity lies back of the Shakespeariad.

Miss Fruchte then made a graphic analysis of Hamlet's descent into pessimism and Hermione's ascent into optimism as presented by Shakespeare. She then read from "Hermione's Redemption of Hamlet," as given in the Shakespeariad. The following abstract is illustrative of the strength

and poetic beauty of the whole poem, which will be published at an early date, and dedicated to the St. Louis Ter-centenary of Shakespeare.

"In the orient the man is the prophet.
The maker of faiths and the sole mediator.
Already in Hellas we hear of the priestess
Even higher placed than the priest,
As at Delphi she voiced from the God his oracle
But at Tauris the woman Iphigenie
Was priestess and missionary as well,
Saving the heathen, saving the Greek
Through her office divine.
Now in our latest temples of Shakespearopolis,
The woman is throned the High Priestess,
But in herself, in her own right, through her deed
She performs her priestly function supreme
To rescue the man, the city, the world,
Aye the poet himself from his tragedy."

WASTE IN EDUCATION.

James Fleming Hosc, Head of the Department of English, Chicago Normal College, Chicago, Ill.

When the Washington Irving of 1975 writes his story of an educational Rip Van Winkle he will choose the first twenty years of the present century as the period of sleep. There has never been a time in the history of our country in which educational progress was so rapid as at the present time. One has often the feeling of being caught in a spring freshet or of being blown away by a strong wind.

The most insistent plea is for efficiency. With the scientific management of brick laying was bound to come scientific engineering in education, for waste in the latter is of vastly greater importance than waste in the former. Hence it has come about that the most striking note in educational discussions is that of accomplishing greater results with smaller expenditures of time, money and energy.

There are three principal aspects of education in which waste is most evident, and in which, therefore, efficiency is most to be sought. We may distinguish (1) waste in the use of the school plant; (2) in the expenditure of the energy of teachers, and (3) in the time of pupils. In a short address like the present it is possible merely to touch upon the last of these three kinds of waste with only passing mention of the other two.

There seems to be no sensible excuse for the closing of the school building except for a few hours in the middle of the day on five days in the week, for this building is often the best public building in the community. It has involved the expenditure of a considerable sum of money. It is, moreover, one center at which people can meet without conflict of belief or prejudice. It behooves all who are interested, therefore, in upbuilding their communities to consider how this extraordinarily good instrument of social progress can be availed of to the fullest extent.

I look forward to the time when adult education and the opportunity for social recreation will be quite as commonly associated with the public school building as the education of little children themselves. In such a movement the principal and the room teacher will play the most important part. The pedagogue of the future is to become a community leader.

In that day it is to be hoped that the conditions for the instruction of the children will be vastly improved. One of the first steps to take to bring this about is to make certain that teachers are not overwhelmed with classes. Have you ever stopped to compute the amount of time which each child gets of personal attention in a room with forty-five pupils? If the entire room recites together for thirty minutes each pupil will get a little over thirty seconds on the supposition that the teacher says nothing—a supposi-

tion too violent to entertain. Even if the class is much smaller the ground which can be covered in arithmetic or in reading in school is so small that it is possible for a bright child to make up a whole term's work in three or four days of individual instruction at home. Real economy demands that we shall employ a greatly increased number of teachers in order that each child may get the attention which he demands.

But the topic upon which I wish to dwell today is rather that of saving the time of the pupils through the improvement of the course of study and of methods of teaching. The present course is almost wholly traditional. It is handed down from generation to generation, each superintendent putting in a few changes in accordance with his individual experience. There is need of finding out precisely what we ought to teach and how we ought to teach it.

The first step in bringing this about is to determine exactly what the schools are for. Indefiniteness of aim is the great stumbling-block to progress. It is not enough to say that the schools are for the sake of mental development or growth in character, we must define more precisely the object of the activities of the school day.

I propose three definite aims and shall call them by some very old names. In the little stone school house which I attended when I was a boy there was a motto over the blackboard in great gold letters, "Knowledge is Power." Let us in similar fashion write here where all can see, three words, culture, efficiency and service. In these will be found to be wrapped up all those desirable results which we now strive for or which we may learn to strive for in the work of the school.

And what do we mean by culture? Not merely good manners, skill in conducting one's self in a lady's parlor, nor even knowledge of the ancient classics. As the counterpart of efficiency culture means the power to appreciate anything that is good and true and beautiful wherever it may be found in one's entire environment. Thus a man of culture views a landscape not with the idea of the American aborigine, but with those of one initiated in the mysteries of line and massing and proportion and contrast and color. One who sees in short, design, parts related to each other so as to produce a balanced whole. Similarly your man of culture finds artistic proportions in a great painting. He finds stirring and true ideas in books. He admires heroic and beautiful actions. He understands and enjoys the work of the mechanical genius, of the builder, of the engineer. In short, there is no activity of man to which the man of culture is not intelligently sympathetic. He understands its worth and is stirred by it.

What we mean by culture is illustrated in a very small way by an amusing story told with regard to a Bonanza mine owner in Colorado. Having come into a fortune he wished to perfect an establishment in harmony with his improved economic status. He, therefore, wrote to A. C. McClurg & Co. of Chicago as follows:

Gentlemen: You will find inclosed a check for \$300. Please send me a library.

Nothing daunted by this request the firm referred the letter to one of the most experienced salesman, with instructions to select \$300 worth of standard works in elegant bindings and forward them to the purchaser. No doubt he pointed for many a day to his "library." Now this man had a very little touch of culture. He did at least know that fine books are prized by those who can afford them. How far he was from having attained to the best culture is readily understood, however, when we stop to think what James Russell Lowell, for example, would have got out of those same books as he sat by his evening lamp. Mr. Lowell would have both understood and enjoyed the contents. He would not have been content merely with his pleasure in knowing that the bindings were expensive.

What our schools must do is to give our children a wide range of typical human experiences, so that each shall be able to enter with sympathy into the lives of all the others and so that nothing that is good in any walk of life may fail to receive its due need of praise from all the students. There must be, in short, a common body of knowledge of feeling, of taste which shall enrich life for the individual and at the same time bind all together with

common intellectual bonds. The first business of the school is to make citizens, not merely in the narrow political sense, but in this broader sense of citizens of the world.

And what do we mean by efficiency? This is nothing more nor less than doing well whatever it becomes your duty or your privileges to do. It is more than mere skill in performing some single task or feat. It is an ideal of conduct and a habit of control which asserts itself in every situation in which the individual finds itself. It involves presence of mind, quick and keen observance, deftness of hand, persistence, and an ideal of thoroughness. It can and should be instilled into children throughout the whole of the day's work, not by precept but by practice.

It has been pointed out of late that our schools are signally failing to produce efficiency and the charge is made that we are not thoro, that we do not drill. If the statement has truth in it the remedy is to be found not merely by drill, but rather by a change of point of view. When all teachers know what efficiency is, when they have standards of efficiency, and when they have some means of measuring attainment in efficiency then, and then only, shall we secure it. Now we do not distinguish between the answers to big questions and the answers to little ones. It is regarded as quite as important to know the name of some cape-off South America as to know the characteristics of a manufacturing center like Minneapolis. To secure efficiency we must select, we must determine what is of chief importance, and we must find out when we have succeeded in making the importance well known in giving real mastery. This means, in other words, that efficiency is to come first of all through a reorganization of the course of study itself.

Our last word is service. This it is which can give point and purpose to both culture and efficiency. Culture readily becomes selfish, a mere miserdom, no more worthy than that of hoarding gold pieces. Indeed, of the different types of pride of attainment, I believe that I should prefer to dwell next to the man who has gathered a large portion of this world's goods and whose whole soul is wrapped up in his possessions than to dwell next to the man who has acquainted himself thoroughly with a wide range of facts, but to whom the gathering of facts has become an end in itself. Both men need to learn that facts and dollars alike are worth nothing in themselves but only through what they can do for men.

Lyman Abbott preached a notable sermon at the University of Chicago, in which he pointed out that although they do not always know it the grocer and the coal dealer as well as the engineer and the lawyer, are really servants of mankind. We may feel that their prices and their fees are a burden, but we shall see if we stop to consider it, that without them we should be at a loss. Suppose, for example, that we had to send to the coal mine for our own coal or that we had to bring from the distant farms the produce for our tables, but a moment's thought will enable us to see the enormous gain there is in having a distributor, one whose business it is to bring together in a single place a quantity of goods ready to be sold as they may be desired. What is needed, said Mr. Abbott, is to make each man conscious of the service which he is rendering so that it may become to him a genuine means of culture and not merely a means of livelihood.

Here is the keynote for the school. In the school itself boys and girls must couple with knowledge and skill, ideals of their proper relations to their fellows. These are to come not so much through theory as through the conditions which the teacher actually sets up. If pupils do live well with each other and if they are made conscious at the same time of a desire to live well with each other the end will be attained.

It is through service, then, that the school is to find its true mission. In this all its activities are to be focused. This controlling ideal is to unify and give force to lessons and play and social converse. Indeed, the school is to be looked upon as itself a society, not a getting ready to live, but actually life in the present. Deferred values have small appeal to childhood and youth. Boys and girls appreciate the here and now. Let us, therefore, not talk to them about service to be rendered in the future, about knowledge and power which shall one day be theirs, but let us rather guide their pur-

poseful activities so that with zest and eagerness they shall work and live together in ideal relations in the present.

THE BACKWARD CHILD AND WHAT TO DO WITH HIM.

Dr. H. H. Goddard, Director of Research, Training School, Vineland, N. J.

You have evidently had some experience with the backward pupil, with the troublesome boy and girl. I hope that you do not expect I am going to tell you how to cure these people. Rather I shall fall back upon that maxim that what cannot be cured must be endured. I want to tell you at the start something that will be of encouragement to you if we can make the superintendents and the principals and the boards of education believe it. And that is, that you, the teachers, are not responsible for the backwardness of all the backward pupils in your schools. If you were to go out and measure the size of a thousand leaves, the height of a thousand trees, in fact almost anything in nature, and then arrange those measurements you would find that you had an average above which you had some exceptionally big or tall classes, below which on the other hand you had exceptional cases on that side. In other words, everything in nature varies. They tell us that God never made two leaves alike. He never made two human beings alike. You may measure any group of them and you will get what is called the curve of distribution. That is just as true of intelligence as anything else. If you get the measure of a thousand six-year-old children you will have the curve of distribution. You will have the great majority of them standing at approximately the same height. You will have a few that are better than the average, still less that are considerably better, and a very few that are wonderfully precocious. On the other side you will have a good many that are dull, quite a few that are very dull, some that are feeble minded, and others that are down almost to the idiot. Now, my friends, those are facts. Those of you who can see the chart here will see the actual results of the measurement intellectually of two thousand children. The part represented in the center is the great mass of normal boys and girls, of average intelligence. In that particular case we estimated it at seventy-eight per cent of the two thousand. Then we had some fifteen per cent that were a little slow. Many of them were what you call backward children. And then we had three per cent that were very slow, and are what we call in our working with them feeble minded children. At the other extreme we had four per cent that were very bright. Whether that percentage holds for all children we do not know, but again statisticians tell us, having sampled a group of two thousand children, we may reasonably expect somewhere near the same proportion to hold in all similar groups, for instance, throughout our own country. That might not hold in Sweden, or Russia, or Italy, but we would expect that would hold in the United States. It is of the left hand proportion, the fifteen per cent and the three per cent, that I wish to talk to you about.

First, why are they backward? The old explanation has been that they were lazy or that they were malicious, they were wicked, and all the other bad things we could conjure up. And as I intimated in the beginning it was generally assumed that you teachers were largely responsible, and I dare say every one of you has burned much midnight oil trying to learn some new method. You have hoped somebody would tell you how to get along with the backward child and bring him up to grade. And sometimes because you have been unable to do it you have been somewhat disturbed. You have perhaps been criticized by those in authority over you. I want to repeat: You are not responsible. I don't care who says it. These children are backward, not because you have not done your duty; not because even the school system is not good; not because the course of study is not good. There are plenty of things that can be said against those things, but they are not responsible in this

case. We are dealing with a condition of nature which we have been very slow to recognize. "Why," I am often asked, "Why are you making so much fuss just now about the feeble minded, backward child? What has happened? Haven't we always had him? What is there new about it?" Yes, my friends, we have always had him, but we have never recognized it. We have recognized the idiot, the imbecile, the foolish boy or girl, the child who was so definitely and markedly "not all there" that we could see and recognize it, but we have not recognized that these dull children, these slow children, these troublesome, mischievous children, were also many times lacking in intelligence. We have not recognized it for one reason, because they didn't look like it. That is to say, they looked like us. I am often asked, "How does a feeble-minded boy, a moron, such as we speak of, look?" I say, "Well, he looks like me, or looks like you." It is all the same thing. It is equivalent to saying he is a fine looking fellow. I want to impress that upon you, by joke or any other way, that these high grade feeble-minded boys and girls are just as fine looking boys and girls as you have in your schools. You can't pick them out by their looks. We must get away from that idea.

Another reason we have not recognized them is because we have held so firmly to the belief that all men are created equal. Now, that was a very valuable dictum a good many years ago, and is still in some connections, but when you try to apply it to intelligence and common sense we discover that it is not true. That is, if we have got any common sense to discover it with. But we have held so strongly to the idea that every child that comes to school is a possible future president, every boy and every girl at heart, that we have insisted that if they didn't come up to the mark it was the teacher's fault, or it was the fault of somebody, and it was not a condition to deal with.

Another reason we have not recognized these children is because of another good old dogma which we could call out to account for all their waywardness, and that is the inherent wickedness of children. If a child did a wicked thing we said: "That is just what we had a right to expect because children are wicked naturally." Now, my friends, that is a mistake. You know it is a mistake in regard to your own immediate family, and you won't believe it about your neighbor. Now, let's be fair, and let's admit it is a mistake about all of them. The child that does not do the thing that the average child does fails to do that because of the ability to do it in almost all cases. Our superintendent at Vineland says there are no bad boys and girls. Now, I see by your looks that some of you question that a little bit. He says boys and girls do bad things sometimes, but that is because either they don't know any better or they can't help it. And if they don't know any better they need to be told, and if they can't help it they need to be put in a condition or situation where they can't do wrong. In other words, they need to be cared for.

Those are some of the seasons why we have not recognized these backward and feeble-minded children in our schools. These backward children, I say then, are in most cases children who cannot do the work we set before them to do. They fall short. They have not the intellect to perform the tasks we set before them. I told you they are good looking boys and girls. They are often exceedingly affectionate. A few years ago I was introduced to a dentist and his wife and his little girl six years old. I saw at a glance that the little girl was feeble-minded. I reached down and put out my hand to shake hands with her and she rushed up and put her arms around my neck—and I knew she was feeble-minded. They are impulsive. They don't learn to control their natural emotions. There is not a mother in the land that would not have taught any normal six year old child not to put her arms around the neck of a stranger, but that child could not be taught. She was not intelligent enough to learn to control her impulses, and her natural impulse was that of affection. Many a time I say to a teacher: "That is a feeble-minded boy you have over there." She says: "Not Jimmy. He is not feeble minded." I say: "Does he get along as well as the rest?" "Well, no, not quite as

well as the rest, but if he could only concentrate his mind he would be all right." Yes, that is what I said. Well, what is to be done? Somebody says: "Why do anything?" You know there are always people, no matter what the subject is, no matter what anybody proposes to do, there is always somebody that says: "Why do anything?" So there are people that say: "Why do anything about these backward children? We have gotten along with them for years. What is the use of making ourselves trouble now?" Yes, my friends, we have gone along all these years and we have gone along badly and we have not known the cause. We have not understood why we got along badly.

You here in Missouri, like those in New Jersey, are taxing yourselves to take care of criminals and paupers and paying the penalty for prostitution, drunkenness and a whole lot more in the way of social problems, but every one of those problems is complicated by this problem of feeble-mindedness. We know today that fifty per cent of all the prostitutes are feeble-minded girls. What can you expect? given a group of girls who are weak minded? They have not intelligence enough to control their own impulses, and they have not intelligence enough to resist the machinations of evil minded men? And what can you expect? We know today, on the most conservative estimate, that twenty-five per cent of the people in our penal institutions are feeble minded and committed their crimes because they did not have intelligence enough to do otherwise. Twenty-five per cent is conservative. I believe it is fifty. We know that a large proportion of people that get drunk do so because they are feeble-minded, and they are feeble-minded because of alcohol. I think it would be about the best temperance sermon I could preach if I would tell you that everybody that gets drunk is feeble-minded. Unfortunately for the argument, that is not true.

Besides these classes we have a good deal of trouble with ne'er do wells who are incompetents. I can't say that all these or any considerable percentage of them are feeble-minded, but I want to say to you that a great many of our troubles in this world come from the fact that there are a lot of people of a very low grade of intelligence. That is not so bad. There is a place in the world we put those grades of intelligence. We know and understand that. But we need to know who they are so that we can put upon them the burdens they can bear and no greater. That is why we need to do something about this problem of feeble-mindedness. If our social problems to which I have alluded here have to be solved a great beginning will be made when we attack them from the standpoint of the low intelligence of the people that make up these groups. What is to be done? The first thing is to discover them, and I have already intimated to you that that is not easy. You can't pick them out by looking at them. Yet I am supposed to be and am sometimes quoted as an expert on the subject of feeble-mindedness. I have been doing nothing else but study it for nine years. I should hate to have to tell you how little I know about it, but to save my life I could not tell you how many feeble-minded people there are before me. It may be one per cent, it may be two per cent, and it may be five, for anything I can see. Now, I will go back and reason it out another way. I know, of course, there are not any here, but just from looking over an audience we can't tell them. I went into a school in New York City a year or two ago. The teacher had urged me to come. She said: "I wish you would come in and look at my school. I think at least half of them are feeble-minded." I went in a moment, and when I came to the door she said: "Now, children, sit up straight." If she hadn't said that I might have picked out a few immediately, but they were all sitting up straight and erect, looking me in the eye. They were on their good behavior. I could not see a feeble-minded child in the whole group. All I could do was to stand there and talk to the teacher, just making talk, until some of those feeble-minded ones could not hold themselves together any longer, and they got restless and uneasy and moved, and as soon as they began to move a little I

could pick out a few of them, even then, but it was with considerable difficulty.

What are you to do in your schools? I have a solution of what I sometimes call spreading the net. We have found from experience that children who get three or four years or more behind their grade are generally feeble-minded. They certainly are backward children and need special care. So all you have to do is to go over your register and pick out all the children who are ten years old that we will say should be in the fourth grade and are only in the second or perhaps only in the first, put them down in the list, spread the net, and catch everybody. Having gotten the whole group you will have to proceed to let some of them out, because there are lots of children that are ten years old and only in the second grade that are just as bright as you and I. In fact, in this audience, I am safe in assuming that a good many of you didn't go to school until you were eight or nine years old, so when you were ten you could only have been in the second grade. Let out every such case, and every case for which you can give a reason. If there is a reason let them out. But don't in the kindness of your heart trump up a lot of reasons that are not good ones, like my friend who said the only trouble was the child didn't concentrate his attention. Don't even trump up the reason of mal-nutrition. I have that thrown at me more than anything else, because doctors insist and social workers insist that mal-nutrition can cause feeble-mindedness. I can't say it can not. I can only say to you that a case has never yet been produced where it could be demonstrated that mal-nutrition was the cause. Mal-nutrition probably causes them to be backward just a little, a year or two. How much we don't know, but it does not cause them to be feeble-minded. A certain proportion, perhaps the fifteen per cent. I alluded to there, we speak of as being merely backward. They are boys and girls, and while they will never be brilliant men and women will notwithstanding get along in the world. They will be able to make a living after a fashion. They will fulfil their sphere. They are all right in a way. The others, three per cent of the first five grades—that was so far as our tests went—when I reduce that to the school population it becomes two per cent, and I want to make that clear because I get quoted in all kinds of ways. I have been quoted as saying three per cent of the population of the United States is feeble-minded. I don't think it is, although sometimes I have experiences that make me feel as though it was quite a large per cent after all. Two per cent of the school population, about three in one thousand of the general population. We say there are from three hundred thousand to four hundred thousand feeble-minded people in the United States. About one tenth of them are being cared for, which shows where our problem lies today. It is the backward children, the fifteen per cent made backward through physical conditions; adenoids, defective sight, defective hearing, mal-nutrition, and so on. Those conditions should be remedied, of course, and then the children may come to be normal. That is, they probably will not get any worse, but of the two per cent of the school children who are actually feeble-minded there is absolutely nothing known to science today that can be done to cure them. We must recognize it as a condition and take care of them. Having found them out—I might say after we have spread the net and got them all in and let out all we have to, that the rest might be subjected to some mental test, the Binet Simon test or some of the others, to verify our judgment. I will speak of that tomorrow morning. So I will not go further with it now. Having found them, what next? We must treat them in accordance with the condition we find. If they are feeble-minded we must know that they will never progress beyond the age of twelve in mentality. They will never have more intelligence than a normal child of twelve or thirteen years. What does that mean? What would you do? What plans would you make for a child that you knew was never going to have intelligence enough to do more than a twelve year old child could do? Would you start him in to become a civil engineer, involving higher mathematics? Why, no. He may start, but he

will never get far enough to make any use of it. Is it worth while to start? I suppose any of you here could learn Chinese if you set out to do it, but if we set out to do it when we knew we could only study it six months would any of us begin? Would we think it was a wise teacher that insisted on our beginning? And yet that is what we have been doing, and what some people advocate, that the feeble-minded have to start in this school work and we should let them go as far as we can. The result is that we turn them out at the age of fourteen or sixteen absolutely incapable of doing anything they have got to do, with a smattering of a knowledge about something they can never use. We must place these children in special schools, about fifteen in a class, and give them special training. Now, just a word about special training. We have gone at this thing in a very curious way, and yet that seems to be about the only way that humans can work, as a rule. It really is normal psychology, if we understood it. We have worked from the top down. We have simplified our ordinary school curriculum just a little to fit these defectives, and when we found that little was not enough we have simplified it a little more, and we have got down now to where we talk mostly about manual training. In a way that is good because it means training the hands, but pedagogically it is bad, because it means making tasks of that sort which is confined to the normal boy or girl and which is not confined to the feeble-minded boy and girl, because of all people who must have something to do that will make him happy, my friends, that is the first right of the feeble-minded, backward child, to be happy, and I am going to be just hypercritical enough to say right here that this is just as true of the normal boy or girl as it is of the feeble-minded. There is something wrong in our school work which is not making the children happy. The feeble-minded boy and girl can never make tables for a living. I have never seen any kind of woodwork done by these children that would sell in the open market. They make a lot of it at Vineland and we sell it all—to the parents and relatives. That is all you can do. If you should go into a store and see a piece of it you would say: "No, I don't want that," and if you were real critical you would tell the clerk why you didn't want it, because it is not a salable piece, a finished piece. We must train them in the things they can do and that will help them to make some sort of a living.

Instead of beginning at the top and working down, simplifying our school curriculum we should begin at the bottom and work up. We must teach these children to do the things you and I never knew we learned because you and I had ordinary intelligence and we picked these things up without having to be taught, but these people with a low grade of intelligence don't pick things up. They have to be taught. Let me give you one illustration. You can do that. (Indicating) You can all touch each finger with the thumb. You can do that with your hands behind your back. Did you have to learn that? Did any teacher ever teach you to do that? Did you ever practice that? No, never. It is just a co-ordination that came to you. You try your feeble-minded boy or girl on that. You try your normal boy or girl under six years of age and see how they will have to struggle to do that (illustrating.) That illustrates my point. If that is the thing it is necessary for him to do he must be taught to do it. What are the things it is necessary for him to do? The things that make for decent living. Not that we need train these children to live, in the ethical sense, but in a practical, everyday sense, and a large majority of our feeble-minded children when they come to school need to be taught to wash their hands and faces and to keep their clothing decently clean, to mend their clothing and do common household work. Both boys and girls can do that. Then they may go on as fast as they are able, as far as their intelligence will carry them, but I believe—I don't know—we are studying over it at present—but I believe the solution of the education of these high grade feeble-minded, these morons, is piece work. There is an immense amount of it in our present industrial system. There is an immense amount of work that only involves the tying of a knot, or some-

thing of that kind. The feeble-minded child can be taught to do that, and he will do it perfectly. I have heard our superintendent say a feeble-minded girl can make beds better than any of you. If you will let me explain I will agree with him. I don't want you to attack me until I have a chance to explain. The feeble-minded child will do what he is told. He does not have sense enough to do otherwise. If you have the patience to tell him often enough you can get him to the point where he will do that thing exactly right. None of you ladies have made beds that way. None of you have trained your children how to make beds that way, because if you had to tell a child more than forty-nine times just how you wanted the sheet laid you would give it up, but you must tell these feeble-minded children a hundred and forty-nine times and if you have the patience to do that they will do that thing and do it well.

I am often asked, "What about these children in the country, in the rural districts?" Well, here again there is no disadvantage, but altogether an advantage for the country child. Only we must recognize the problem. That is, we must recognize that we are dealing with children that cannot learn from ordinary school methods, and we must have things practical, concrete. They cannot deal with abstractions. They can't handle them at all. The solution of the problem, as I see it at the present moment—I may change my mind in a week, I don't know—but anyway you will have this to think about and try out until something better is found—I believe if we had a teacher or supervisor for backward and defective children for as large a district as he could cover, perhaps a county if your county is not too large, several townships, perhaps, and that training should be in her hands. Whenever she goes into a school and finds a child there that is proved by examination, by psychological tests, to be so backward he cannot profit by ordinary school work she will take that child right out of the school. If he lives on a farm put him right on the farm, but with instructions to his father or mother or somebody that the child is to be definitely trained to do the things on the farm or in the house. If the child has no such home as that then he should be placed with somebody, because the farm work and house work is the finest kind of training for your feeble-minded child. And as I see it now, one supervisor could take care of a large group of these children, and you would have in that way a vastly better opportunity than we have even in our cities, because in the cities we have to drag in a whole lot of this work to find any that the children can do and do it well.

Just one more, and I am done. You will ask: "What is the end? What is the final solution of all this problem?" A good many people are saying that we should build institutions to care for them. I used to say so myself until I studied the problem more carefully, until I found out that for the state of New York you would require thirty institutions of a thousand each. How long do you think it would take the state of New York to get those thirty institutions? You can figure up and see how many you would need in Missouri. I don't know your population. But if the school system will take hold of the problem and will confine it to these children here and will adapt those methods to their needs, and keep them in school under the right kind of training until they are sixteen, or eighteen years old would be better, then they may be sent home, sent into the community, but under the supervision of somebody, two or three people in the community preferably, who will know that these are feeble-minded people, and will see to it that no burden too heavy for them to bear is ever placed upon their shoulders, it will always be possible for anybody who has a right to know in dealing with the school department to find out whether a child is feeble-minded or not, and then they will give them the right kind of work. Whenever one of them goes wrong or shows a tendency to go wrong then he can be placed in an institution. But one encouraging thing about the whole problem is, if we can train a good percentage of them up until they are eighteen they become so fixed in their habits that they keep reasonably straight afterward. If they are not trained they make bad people, and a certain percentage of them will go wrong anyway.

I am often asked: Is feeble-mindedness increasing? We recognize a good many more than we used to, but I think it is because we are keeping these people alive, training them up and literally helping them to get married and produce the same kind, and you will find in many of our older institutions father, mother, and children. Dr. Bow once showed me a father, mother, and five children. He had the mother in his institution when she was a child, and when she was twenty, having been pretty well trained so that she could wash dishes and do things like that, they took her out and helped her to get married, and they had five children, and now they are every one in the home. The father went to her and the girls came, and tried to get her to go home. She said she didn't want to. He said: "If you will come home I will get you a husband." She, for some strange, unaccountable, feeble-minded reason, said: "I don't want a husband." We have been encouraging them. Our superintendent lectured on this in New York a few years ago, and after the lecture went home with a clergyman to dine. The clergyman said: "I was exceedingly interested in your lecture today. It awakened a lot of new thoughts in my mind. A few years ago I married a couple of those people. I knew neither one could get along alone, but I thought perhaps both together they could." Over in the next county there is an incident of the city fathers hiring an imbecile man to marry a woman because that would take her out of the county. He married her and took her over and then came back there to live. That must stop or it will be like Shakespeare describes where he said: "They that are crazy be more than they that are sane." We will all be crazy sometime if we don't attack the problem somewhere.

NATIONAL AID TO VOCATIONAL EDUCATION.

Congressman S. D. Fess, Yellow Springs, Ohio.

I hear almost every day people estimating the greatness of our nation and what the nation stands for in comparison with other countries. I have heard recently that our nation has double the wealth of the next wealthiest country on the globe. I heard the statement of our Agricultural Department at Washington, heard one of their representatives say, that the product of the corn field this year will amount to three billion one hundred and twenty-seven million bushels. Can you comprehend it? That the product of the wheat field this year will amount to over one billion bushels, and the product of the oats field will amount to more than one and a half billion bushels. That is the farm, and that is only that phase of the soil in our country. When we think of the product of the mines and the manufactories our wealth has become bewildering, and instead of its being fourteen billions, as it was at the close of the great civil war, it will be more than one hundred and forty billions, and the people who speak of the greatness of our country always speak of that phase of it. But as a school man I do not believe that the greatness of this nation or the greatness of any nation can ever be measured by the bushel, nor by the yardstick, nor can it even be measured by the dollar. It is not a purchasable commodity. It cannot be bought or sold. The greatness of this nation, as is the case in every nation's life, is in the character of the citizenship as we find it, beginning with the boys and girls in this country all around us, and is not in any of the things you can buy and sell. One of the most remarkable utterances that I have heard in twenty years was given by a famous barrister who is the paid attorney of one of our greatest railroad corporations. Had it been President Hill who said it someone would have said: "Well, he is altruistic. He is an idealist. He probably is not practical." Had it been a minister or teacher or social settlement worker, they would have said: "He does not see the world as it is. He looks at it as it ought to be." But it was not President Hill; it was not a social settlement worker; it was not an altruistic, enthusiastic individual. It was a railroad barrister, a great

lawyer. Listen to that marvelous utterance that was made to a group of fourteen men like unto himself, all great business men: "The little town of Concord, Massachusetts, is of vaster importance in the civilization of my country than the two cities of New York and Chicago." What would this sane man have in mind when he says that a little aggregation of seven thousand people are of more importance to the nation than the two mighty metropolises of the nation? What did he mean? Because New York seems to be the last word in many things, not only material, but in other ways. And what about the great center of Chicago? This man had this in mind: Concord gave to the world Emerson, Hawthorne, Louisa M. Alcott and others of the greatest talent of heart, brain and hand that have blessed the world, and that city, though small, that could give to the world such a contribution, is more important than the larger cities that did not produce the same thing. Therefore, I think with Matthew Arnold that the quality in a nation that is of value is not that which can be measured in marks, but that which is spiritual not only in its initiation, but in its application and its influence. I do not think there is any institution in our great country that is making for a better life for the boys and girls who are to be the men and women of the future than the public schools of our country together with the colleges and the universities. We have been watching and caring as a nation for these things. We have been spending money pouring it out without limit, for the schools and the colleges. The most beautiful structures that can be found in the cities, as evidenced by the marvelous city in which this convention is being held, which is honoring this convention, or which this convention is probably honoring, the most artistic buildings. Your beautiful high schools, two of which I saw this afternoon. And when we think of the money expended for colleges.

Now, I come to the question at once. How many of the boys and girls that start in the work of education ever go through college? A very small per cent. How many of the boys and girls that enter the splendid high schools ever go through? Only a very small per cent. Our Vocational Commission sat from April 2 to June 1, holding daily sessions. The first session was from ten to twelve in the morning and the second session from two until they adjourned in the afternoon, and sometimes in the evening; and during the sessions we had before us representatives from every cabinet office of the president, every department of the government that was worth while, on this subject. The question was asked: What is the government doing for those beneath or below graduation in the high school? Startling were the figures. Listen, friends! Forty per cent of all the children that enter the schools leave school at the age of fourteen; sixty per cent at the age of fifteen; eighty-five per cent at the age of sixteen; and the fifteen per cent that go on beyond sixteen will fall as low as three per cent before they get through college and as low as seven per cent before they finish high school. How many are turned out without the training of the high school? And this army—what are we doing for that vast army that must work with their fingers, making their living by the sweat of their brow? It is not dishonorable. It is just as honorable to make a living in the sweat of your brow as it is to work in the sweat of your jaw, as a good many people do. One is just as honorable as the other, but we have not been doing very much for them. The Federal Government has done nothing. It has done for special education, in special branches, for certain unfortunate classes of people, the blind and the deaf, and others with limitations, the Government has undertaken that. And the Government does for the boy and the girl who is beyond the age of the high school by establishing colleges and assisting the States in their administration, and all that is good, and I am speaking as President of one of the colleges. I say nothing against that, but I think the Government ought to assist the States in finding a better trained boy who is going to quit school before he is ready to do his life's work. The Federal Government ought to make it possible for that boy to have some special training in the thing that he is going to follow the balance

of his life. That is the problem. We listened to the objections. The objections have come from many sources. One of the objections is that Federal aid is unnecessary. We have heard that. The Commission was made up of five members: Miss Marshall, of the Trade School, New York; Miss Nestor, of Chicago; Mr. Winslow, of the Labor Department at Washington; Mr. Charles A. Prosser, I think the best posted man at least on vocational guidance if not on vocational education in the country; and then there are two members from the House and two from the Senate. The bill was introduced in the Senate and in the House. And as we had hearings and listened to the objections we found that the objection was made that vocational education was narrowing and dangerous and that it had its limitations. Therefore, being one of the men that looked sharp to the cultural side of education I put some questions that some person like Miss Marshall for example would break out and say: "Oh, Mr. Fess, I wish you could be in the part of the city where I work." I am saying this simply to indicate to you now she was moved to tears when I put certain arguments against what she said and suggested to her: "You are trying to build a system of vocational education for the nation that is simply to be applied to some great city, and we can't afford to do that." She saw the problem before her. But I was trying to see it in a broader sense, in Kansas City, in the rural communities, the agricultural sections, and I was afraid that probably we would go too far and therefore it might be possible there would be some narrowing involved. One of the greatest college Presidents, State University Presidents, of this nation, was on the program where I was one of the speakers last Thursday, and he spoke eloquently of what he termed a trap. It was one of the finest addresses I have ever heard. He attacked vocational education on the ground that it was narrowing and that formed a trap that one went into and was limited in his usefulness. Of course I didn't agree with what he said. On the other hand, I would object, as you will, to saying that every boy must be trained for certain things and he must not be allowed to leave it. If my boy goes to college I want him trained to be a better farmer, and I send him for that purpose, but if he in college finds that he has got an aptitude for something else that leads out into a different field and ceases to be a farmer and becomes a more proficient man in something else I don't feel that a crime has been committed against the nation; and yet that seems to be the fear of some, that if you teach for example the agricultural department you would induce all the farmers' children to go to the agricultural department, omitting all the other departments, the liberal arts, and so on, they might like better, and go on in that field, the farmer loses his son and the country loses a farmer, and that is dangerous. I doubt that. I seriously doubt that. I don't say that every one whom you wish to farm must be sent to the farm, but I do say that the one who is going to farm ought to have better training to be a farmer. That is what I say. Then the other matter came up; whether the door should be closed to the one you are trying to train to be an agriculturist or a tradesman, whether the door should be closed to him going into some other line. We decided no. But at the same time we decided that the Federal Government ought to appropriate seven million dollars a year after 1924—it will be now 1925—it was supposed the bill would be acted upon last Congress—seven million dollars upon this basis; three million would be devoted annually to agricultural work; three million to trades industry; and one million to the payment of salaries for teachers, making seven million dollars a year. These two fields are first to pay partially the salaries of teachers teaching vocations in the schools, and secondly to pay the institutions who are training teachers for vocational work; and the money is to be expended upon this condition:

There should be no dispute about how the Federal Government would reconcile the rights of the States. I am frank to say to you that I would not vote for a measure that would put the education of the country into the hands of the Federal Government. That is a matter that belongs to the State, and therefore we got into a little confusion there. How is the

Federal Government going to make an annual appropriation of seven million dollars to be applied to the states without the Government stepping over and controlling education in the states? We reached it this way: There are to be two organizations, one a Federal Board, made up of the members of the Cabinet, and the executive officer of the board is to be the Commissioner of Education. That would give him a little different status. I don't see why the Commissioner of Education should not be a member of the Cabinet today. That is the Federal organization. The other is the state will be required to have a state board or somebody to take the place of a state board, and every dollar that is given by the Federal Government to the state will be given through this board and the application of the education must be done through this board. One thing would be that every dollar that comes to the state must be met by another voted by the state, and the Federal Government would not build any institution, but simply gives the money to the state which passes it down to the city upon the conditions that the state itself may fix, whether it must meet dollar for dollar or not. That is left altogether with the state. So there is to be absolutely no confusion between the Federal Government and the state. We met that that way. I think there is no objection along that line. Then there is to be this annual appropriation to be applied by the state, not by the Federal Government. There were many pretty serious objections to the plan, but I think that first plan has now been presented and introduced and that we have a very good chance of carrying it in the Sixty-third Congress. May I say that the commission's report is worth your while? We had before our commission representatives of many of the great manufacturing associations of the country, business associations, chambers of commerce; we had before our commission many of the labor associations or federations; and we had before our committee some of the leading educators of the country. We had letters from forty-four state superintendents, and forty-four of them wanted the bill passed. That is one hundred per cent of them. We had letters from twenty-seven out of thirty-seven business associations. Twenty-seven asked that the bill be passed. We had fourteen out of—I think it was twenty-three—all labor organizations, asking that the bill be passed. We find no serious objections to this bill: first, because we believe and the country believes that vocational education under proper conditions, namely, the state and the local situation, is determined not by what the government can do but by what you are, and not only do we believe that it ought to be done, but I am of the opinion that the Congress will be willing unless the national defense will make such a terrific drain upon the revenue of the country—and I don't believe it will—unless that will interfere. I think we can say to you that Congress will look with favor upon this bill. Heretofore Senator Page introduced the measure in the Senate. Congressman Lever introduced it in the House. Somebody didn't like a certain phase of the Page bill. Others didn't like a certain phase of the Lever bill, and we found that the two houses had clashed. We were rather in a deadlock. Finally the House passed the Lever bill amended, and then after the Page bill was passed in the Senate there was an attempt made to get them together, and ultimately the Lever bill was passed in the Senate without increasing our education for the farmer—that extends to the adult. We have got that. That is law. The next thing is not to teach the farmer that is already farming, but it is to teach the boy that is going to farm, not yet farming. In other words, this bill we have introduced does not in any way interfere with the Lever bill. It supplements it, and that only.

I have taken the position that the statement that this country or the population is going to starve to death—it is foolish to talk that way—but I do know this, and you know it: That our acreage is limited. We are not going to increase very much more in acreage in the farms of our country. We will reclaim deserts and swamps, but we will soon get to the limit on that, and with our acreage limited and our population growing by leaps and bounds, what is to be the future of the agriculturist in the

land? We can't increase the acreage, and we can't decrease the population. What are we to do? Increase the production per acre and make an acre produce three times what it did a year ago. How can it be done? Scientifically. The child who goes to the farm must be taught intensive farming. That is what this bill is to do. It is not to teach the adult or the father of the child. The Lever bill does that. It is to teach the child. A mother said to me once: "I want Sarah to be an artist on the piano." That is all right. I said: "That is fine." I have three boys. One of them plays the piano, another plays the violin, and I have been trying to get the other boy to play a horn, but he decides he will not. That is the way through life. He has not decided to do that. I used to make those boys practice so much a day. I said to this mother: "I believe in music, but there is another art that is just as important as that, and Sarah must know that. When she gets up from the piano in the parlor, where she has performed to the pleasure and delight of everybody can she go straight to the kitchen and bake a biscuit that is not a 'sinker,' for example, 'Can she make a flannel cake that won't make you 'chew the rag' for a quarter of an hour?'" I think that which is now a task because of lack of training ought to me made a pleasure. How can it be done? By putting brains back of the work that is done. If there is anything vocational education is to do for the boy it is to help the unemployed and to help the imperfectly employed and the improperly employed. How many people are unemployed because they don't know how to work? Many. How many are in blind alleys? Many. How many round pegs are stuck in square holes and vice versa? Many. We want to help the unemployed and train persons capable of going into employment. That is one thing. How many people are doing a thing improperly because they don't know? A great many of them. They are improperly employed. Vocational training is trying to reach those boys. And then how many are imperfectly employed because they are not doing one third of what they capable of doing because they are not employed right. Vocational education is intending to cure all these things.

Now, fellow teachers, is the Government justified from any standpoint in looking after that situation? If I should name the reasons why I think it is this would be one: Our employment is such an interstate question that it belongs to the Federal Government to assist. Our employment is such a national matter—look at the labor going from place—that the Federal Government is justified in it, and I think also that there is nothing so serious as to have some one in the way with nothing to do. If our country is to deal with the citizenship, making better citizens, then I think preparation under the direction or under the assistance of the Federal Government is certainly a desirable function and a legitimate one.

Fellow teachers, that is about what I have to say to you.

Before I leave you, I don't think I should come into the great state of Missouri without saying this: While I have been all my life in school work my heart tingles tonight when the president announced that the boys and girls from the Horace Mann school would sing. That is a tender thought with me. I live in the house in which Horace Mann died. I am president of the only college he ever established. I walk when I am at home over the campus hallowed by the name and by the feet of this greatest American educator. And when I came to you I thought of having been translated into what I think the greatest school in the world. I think the American Congress is the greatest place for study that I have ever seen. Of course to one who is not in the habit of studying it is a regular bore to be around and hear the desultory talks that seem to get to no particular place, but if you are a student, you will find many libraries. You are in the center of the greatest group of schools in the world, and you can see libraries the cost of which would be two hundred million dollars if you had to replace them now. I say to you it is the greatest school in the world, and Missouri has one of the strongest delegations of any state in the Union. There is not a member of the delegation that I have not a very high regard for, and I hope you will feel that I am warranted

in saying as I leave you that I could not come into the State of Missouri without paying a tribute to one of the men I love, and that is the great speaker of the House of Representatives, Champ Clark. I think he is as absolutely impartial in his decisions in a great contest as a man could be, and being on the opposite side of the political fence I have watched his decisions with keen discernment, and having been a teacher myself of parliamentary law I have been pretty keen in watching the type of decisions that he makes. I think where there is no political strategy involved at stake he seems to lean a little to our side of the House. When there is any strategy if any kind he is a severely keen partisan and nobody ever thinks of finding fault, because that seems to be entirely proper and right. At the close of my speech in the House on the Tariff Commission I used the phrase non-partisan commission, and he came over where I was and said: "Mr. Fess, do you think that anybody that has sense enough to see two things in a row would think there can be such a thing as a non-partisan tariff commission?" I said: "There can be a non-partisan group to get the facts, but when it comes to interpreting the facts, as to what should be done, everybody would have his political bias." He says: "There is no such thing as a non-partisan commission on that question, and you can't find a group of men who would be non-partisan on that." I said: "Mr. Speaker"—and this was a tribute to the man—"I think I would be perfectly satisfied if I could select a group of fellows to investigate the facts if they were all like you. I would be perfectly satisfied to do it." You understand what I mean, to gather the facts. Then the policy of determining what is to be done is a different thing altogether. So over in the House we who don't live in Missouri think a great deal of the people who come from Missouri. I have been casting my eye all evening over this audience to see if I could catch the face of that genial, cordial, splendid friend of mine, Mr. Borland, of this city.

You see I don't allow politics to cut much figure. Everybody will get to the place some day where they will see that there are some fundamental differences always, and each is necessary for the other, and when you come to a position of that kind you can differ keenly and at the same time love the fellow who differs from you. I believe that the country must have a Jefferson. I believe that the country must have a Hamilton; and if you weaken either you weaken the structure. I hope the president will allow me to say that much to this group, because I am a student of the American political theory still, and have been a teacher all my life, and I repeat it, the school I am in now is the greatest school in this world.

THE CHALLENGE OF THE AMERICAN SPIRIT.

Dr. E. A. Steiner, Grinnell, Iowa.

In my own country the children are not to be seen nor heard, and when they grow up they like to be seen and heard. I should like to have that privilege tonight. I notice sitting in the body of the church that the ladies will insist upon keeping on their hats. It is sometimes said that the men are not in the churches and at lectures. They are there, but frequently they cannot be seen.

The Nations of the world are at the present moment passing through the painful process of soul birth. Through the desolate waste of trenches slippery with blood and the oozing brains of men, through the agony of men and women, overclouding the whole of Europe, not a bit of it remaining unobscured, they are passing through this spiritual phenomena of being born. We, on this safer side, who have not as yet loosed the dogs of war have already calculated our profit, when New York rather than London becomes the babylon of the world, and when the dollar rather than the pound sterling becomes the shekel upon the markets of the world by which men barter and trade. And this gain of the nations engaged in war, having their souls born, the unifying of the national life, that is the gain

in which we at this moment are not sharing. It is not so very long ago that I have asked myself this question as I pass up and down this country: Have we the national spirit, the real unified self, the soul? And I can answer it affirmatively and dogmatically in spite of the fact that the nation at its birth only a few hundred years ago in colonies removed one from the other, racially, linguistically and religiously, new states being added, each one topographically and economically separate from the rest, notwithstanding, fused with these colonies so that at the present moment the stars which represent the individual states have blended and almost disappeared under the national sun. I have traveled from one state of the Union to the other. I always knew I was in the United States of America first, and only secondarily whether I was in Missouri, in Illinois, or Iowa. The only difference I found was that one state perhaps was dry and the other state was wet.

That line marked by the blood of our kindred on one side of the line and the other has almost entirely disappeared and the hurt is healed. I always feel proud of this sense of unity when I compare this new young nation with the older nations of Europe who depend so wholly on racial and monarchistic homogeneity to make a state or nation. Germany, Austria-Hungary, are a conglomeration of nations. Even in little England we find different dialects, north and south. Under the stress and strain of war they are now one, and that nation which can use its soul to the happiest point of unity will win its cause, for according to Napoleon three-fourths of the strength of a nation lies in the spirit of its people. When I returned to the United States from a divided Europe, divided with walls of hate between them, my heart tingles under the sense of the all breathing unity—so united politically that our politicians have to lie awake at nights just before election to find issues upon which to divide us. So at the close of this strenuous election, when the passions have been let loose and rancor fills the hearts of men, when the votes are counted the man who heads the opposing party if he be elected automatically on the day of inauguration becomes something more than the head of his party. He immediately becomes the president of the whole of the United States. That is the sense of unity, the most precious thing a nation may have, and its strength has not been weakened in spite of the fact that in the last thirty or forty years between twelve and fifteen millions of people have been born into the life of the nation by those across the sea passing through the open gate, the gate of hope, into our national life.

No man dare say that prior to the breaking out of the European war the sense of national unity had grown weaker because of the presence of this new human material, those conglomerate, broken fragments of nations and races. I have traveled all the way from Angel Gate on the Pacific Coast to Hell Gate on the Atlantic, over and over again. I have visited every foreign colony, and in spite of the fact that they retain in the first generation their mother tongue and cling with remarkable tenacity to their national food and drink, retaining some of the social habits of the old world, over and above was a sense of unity, this tremendous pride in belonging to the United States, the United States of America. With the coming of the European war this process has been halted and retarded, and the damage promises to last a long time if it will not become irreparable. A new term is being used, a term which we have not been using frequently at least, "hyphenated American." If it is applied to another man in derision it is an insult of the worst kind. There is not anything meaner you can say about me than to call me a hyphenated American. If I apply it to myself, if I call myself a hyphenated American then it is a sign of divided allegiance and I have no place in the United States of America. May I call your attention to the fact that the term German-American was repudiated first by that much maligned personality, the Kaiser Wilhelm II, when a delegation of Germans came from the United States and asked for an audience and were presented as German-Americans. This was his reply: "Deutsch kenn ich; Americanich kenn ich; Deutsch-Americanich kenn ich nicht."

If this term hyphenated American means anything more than the designation of a man's birth, race or nationality, and the natural sympathies which arise from that, then indeed it is one of the most dangerous symptoms asserted in our national spirit, the soul of our people. But may I call attention to the fact that it is not a new term? That for decades the hyphen existed but never excited any kind of comment. Irish-Americans! We have had them with us controlling our cities, sometimes our states, and in many cases dictating international policies. And the men who at the present time repudiate the hyphen most are the men who helped to create it, for the men who at the present time are talking loudest against the hyphen when they were seeking office were invariably saying: "Oh! My beloved Irish-American," or German-American, or Swedish-American, or Hebrew or Italian-American. So long as it was a help to get them into office they swallowed the hyphen and everything connected with it. They say it is a present danger which we must avert, which we don't know what to do with, although "The Colonel" has told us what to do with it. He said to the warm place with the hyphen. I merely wish to tell the Colonel if I could reach him at the present time that that is not the way to solve the problem, or at least many a man has been trying to send the Colonel himself to that place and has not succeeded in doing it.

Beside this present danger the greatest danger to our peace and the destruction of our national unity is the tremendous call which comes at the present time under the term preparedness. If I were a militarist, if I believed that the difficulties between the nations could be solved by force of arms alone then indeed I would look with apprehension at the decay of our national spirit, the vital element of our national life. Some time ago it was my privilege to be at the Peace Conference at Lake Mohonk, or rather it might be called a war conference, for everybody talked war. Some one told me—I am not privileged to mention the name—that our nation has become decadent, that our young men and women are spending their time at pink teas, that the great challenge which comes to our youth is to make a good score at tennis or golf, and that we need a lot of blood letting to regain our strength. If this is true then may I call your attention to the fact that we would not be prepared for war against any nation in Europe or Asia or any nation by authorizing congress to spend millions for iron shard or steel tubes? During the Russian-Japanese war it was my privilege to spend a year in that empire of the Czars. I wandered along the Volga and met the returning officers who came back from Manchuria, beaten, wounded and sore. I asked one who came along with one leg and one arm gone, and face disfigured, "Tell me, Ivan, how did the war go?" This is what he said: "Our officers told us, 'When these little Japanese monkeys see you big Russians come they will run.'" He said: "It was even so. They did run, but they ran after us." Don't be deceived into thinking that the fiasco of the Russian army is due to the fact that they didn't have shells or powder enough. The difficulty with the Russian army was that the Russian people have not schools enough, that they are undisciplined. That they have not been taught to obey intelligent authority, and their officers have not passed through any kind of mental and spiritual discipline. If we are to become a military nation—I do not say that it is better or worse that we become that—then I would banish the cobbler from the public schools. I would restore the rod. I would see that implicit obedience is demanded from every child; that if you want to develop a fighting nation you have to begin at the kindergarten, and furthermore in the homes of America where obedience is scarcely known.

The second element of that spirit of the nation which is being challenged today is its spirit of democracy. It should be comparatively easy to maintain a democracy in a homogeneous population. It is growing more difficult every day, yet in spite of this difficulty this blending and fusing process which is so apparent in our national life, this melting and blending of different people, is due almost entirely to the spirit of democracy, a powerful element in our national spirit. Just before the war broke out it was my privilege to meet His Excellency, the Minister of Public Instruction

from Hungary in the City of Chicago. I was to show him the public schools as far as Colorado Springs. I met him at his hotel on Michigan Boulevard. I led him across Wabash Avenue. He looked with astonishment at those skyscrapers laid down without any rhyme or reason, and then he said something in his own language which when translated into English means "beastly vulgar." When he compared his beautiful city of Buda Pesth, with its marvelous boulevards and its wonderful river, with Chicago, I didn't dare to say very much, for we still had to cross the Chicago river. We had to walk out along West Madison Street. We had to plow our way through acres of children which filled the streets. When he came to the public school the manner of His Excellency changed, for he was approaching the temple of our democracy and he felt the thrill of it. No church that he had seen nor church that he had visited, nor great manufacturing plant gave him the thrill he felt in this public school, not because the architecture was remarkable, for it was not; not because he could understand the curriculum, because that was hopeless; not because the teachers were highly trained. Most of them were amateurs; but that which attracted his attention was the spirit which permeated the school. For in the first grade a marvelous thing was seen; twenty-two different nationalities sitting together passing into the mysteries of our English speech, into the complexity of our historic past. I could tell at a glance where each child came from. That little picturesque tot with a smile came from Italy; that Jew, whispering, for the proscriber was behind him; and brooding over all was this high priestess of our American spirit, the public school teacher, who held them all in her own heart. Entering the second, third and fourth grades, we could still tell the difference. When we came to the fifth grade the gambling spirit asserted itself and I said: "Excellency, you take one side and I will take the other, and the man who makes the first mistake pays for the dinner." He paid for the dinner. I beat him two to one.

When we came to the high school the teacher dismissed all classes. The air immediately became electric. They gave the high school yell. They "Rah! Rah'd!" about everything, and "What is the matter" 'd about everybody. All of those academic things by which our boys and girls prepare themselves for college. I whispered in his ear and said: "Can you pick out the colonies now?" He said: "No, I can't do that, but I can pick out the real American types." I said: "Go down and try it." He is a student of the American types. In his own home in Buda Pesth he has files with illustrations which are supposed to represent the American men and women of various types. He picked out two here and two there and brought them to the platform to exhibit his skill, and there was a roar of laughter, for he had picked out six Bohemians and two Hungarians. He spent an evening at Hull House watching a basket ball game and was much interested. When it was over he said: "Of course they are all Americans." I said, "There is not a single American there." "I don't believe it," he said. I said: "If you will find an American I will eat him." I didn't have to. A part of them were Jews from Halstead Street. Others were Slavs from the stock yards. I said: "We will go down and stir them up. My boy, what is your name?" He gave it to me about sixteen letters. I said: "Where were you born, and what language did your parents speak?" He didn't know. I asked another and he told me the Slavish language. I said: "You are privileged—you have the privilege of meeting His Excellency"—and there, in true democratic fashion he held out his hand and said: "Hello, Minister, I am glad to see you." When he got over his shock he said: "How do you do it? We have had these people nine hundred years, and they are more Slavic in their hearts than they are Hungarian. We have tried everything. We have taken priests and teachers and sent people from our own language and they have repudiated us and our own language, and in spite of the fact that they are better off with us than with their own Slavic customs. How do you do it?" I said: "Oh, your Excellency, that is our way. And in that we are not quite so beastly vulgar." We shall be able some day I know to take the marble from the quarry and carve

an angel out of it, or a Greek God, but the biggest task we have ever had is to take this broken, bruised, crushed human material which comes to us sometimes less than human and make human beings and citizens out of it. That is the supreme art of America. And in no way we can achieve it but through the spirit of democracy, breaking down all the barriers which separate, and feeling ourselves one in the spirit of the nation. In that way alone shall we do this thing which the nations of Europe have not been able to do except under the strain and stress and pains of birth during the flood of war. I am pleading with you that you purge your own souls, the public school teachers of this great state, that you purge your own souls of every bit of pride, every bit of prejudice and see yourselves with these people, ministers of the holiest things, to these children bequeathed to your care.

Some time ago I was returning from Europe with a group of most interesting travelers, your American school teachers, having a little money and a whole lot of eagerness to learn and to know. We were nearing the City of New York. The ship was ploughing through the matchless sea. The moon reflected the phosphorescent light which is the light o' love, and there at the prow of the boat, alone with the moon, stood a public school teacher of this state crying out, believing herself alone with the moon and with God: "Oh, the Sea. 'The Sea! The wonderful Sea!'" Then she noticed that there was some one around, a witness to that poetic rhapsody, and she said: "I didn't know there was anybody around. Suppose in three or four days from now I shall be in Sedalia, Missouri, teaching little dirty foreigners c-a-t, cat." I said: "Go on and rave." And she kept on raving about "The Sea, the Sea!" I can see that teacher in Sedalia, Missouri, or in a larger city of the Middle West, in a room filled with little foreigners attempting to learn our speech, opening their hearts and their souls by teaching them c-a-t, cat. No poet in high places ever did a more significant or more poetic thing than this public school teacher leading these little foreigners into the very heart of our national life.

Just briefly: It has been possible to give this address only in a detached way. Phrases have sort of jumped out of my speech, but I hope you understand the spirit of it. I believe that this spirit of America is religious, fundamentally religious, and that you are the high priests and high priestesses. I, as a foreigner, am proud of the United States of America, not because of its prowess in war, not because of its power expressed in terms of military power in any way. They do not thrill me. Perhaps I am not patriotic. Some time ago I was in the City of New York and was privileged to stand by the side of one of the greatest men in America while the fleet of the nation passed by and absolutely nothing thrilled me. They all looked to me like huge caskets carrying live men to their burial. But I have been thrilled over and over again by the expressions of the spirit of international relationship which do not have back of them guns or battleships. I have seen the American flag floating yonder by the sea of the Dardanelles where England's navy and the flower of the Army of France could not break through. I saw American men and women break through into the heart of Turkey and many of her children, many of these different races hating one another, pouring in through the spirit of these boys and girls the benediction of the American spirit expressed in terms of humanity. I have been proud of the fact that the other day a boy came to me from the heart of China, whose father or grandfather slew my best friend, a missionary and when China offered a million dollars as indemnity for shedding blood, the United States of America expressed its spirit by saying: "No, keep your millions. You can't make these men alive. Build yourselves schools and send your brightest boys to us, and we will send them back to help you build up your country and develop your people." I am proud of the United States because when the Phillipine Islands fell into our lap—when Admiral Dewey, taking breakfast in Manila Bay had a little trouble and sunk a few Spanish ships, that the United States said, "Might is not right," and paid millions of dollars for that which she held in her mailed fist, and sent the soldiers over there and helped to make roads and erected

public schools and sent teachers, expressing the spirit of America in terms of humanity. I am proud of the United States that when she held Cuba in her hands she said: "We will give you back your island." Cuba for the Cubans, and placed her on the way to her own freedom. Those are the things which make me tingle with pride that I am an American and a part of this great people who can rise above narrow nationality and narrow interests and take into the heart of this country the whole world.

I heard a speech the other day. I heard a man say President Wilson has degraded the United States by his policy. That our proud American Eagle has become a common American hen. Yes, it may be true that the American Eagle looks like a common barnyard hen, but if that American Eagle had been what Europe's eagles are it would have been a vulture now hanging over blood soaked trenches, laughing with glee as it takes the boy from the side of a mother, as it destroys cities and sinks human life into darkness and destruction. I am pleased that she is a barnyard hen, and when she clucks they come under her wing, and she does not ask: "Are you a Plymouth Rock chick like myself?" She takes them all in. Better the hen than the eagle. The eagles are down. They will perish because they are robber birds. The hen will endure. I am sure of that. For have we not heard the greatest of men say: "Oh, Jerusalem, Jerusalem! How often would I have gathered thee as a hen gathereth her brood!"

I plead with you then that you develop here among your youth a healthy spirit of nationalism; but that you must not forget that under God by a Providence which is as bright and as clear as day, you have been chosen to teach the world something bigger than nationality bounded by divisional lines: that you may here express as no nation under the sun in terms of humanity the higher and better things of the American spirit.

THE WAR AND WORLD RECONSTRUCTION.

Prof. J. W. Hudson, University of Missouri, Columbia.

It is a presumptuous thing to follow a speaker like Dr. Steiner. He says the eagles are dying, but I don't believe it. When an orator like Dr. Steiner can speak as he did from this platform the eagles are being born over and are strong enough to fly high as any eagles ever did. I have none of the American gift of an oratorical kind, I am sorry to say. I only have a poor, lisping, stammering tongue that tries to express in homely ways a homely conviction. But tonight, for a very short time, as it is late, I am going to talk to you about the war and world reconstruction, a large subject for a small man. Now, I am struck by the fact that in spite of the pessimism we sometimes feel about the European war that Americans have a unique place and an optimistic place in world affairs at the present time. America has become not only the unifying nation, but it is gradually becoming a world power and that during the last year in a new sense. Do you know that every European nation at war has been appealing to the American people as an international conscience to justify itself in the present conflict? The Salt Lake City Herald says that since so many German professors have been telling us that Germany is right, so many English professors have been saying England is right and so many Frenchmen have been saying that France is right that the war might as well stop. Let the English and German professors fight it out among themselves. I think that is the best suggestion I have heard yet.

But seriously speaking, America during the last year has been getting an education in international affairs, and America is being appealed to as an international conscience and should rally to her responsibilities in the present world situation. That is the point. America is not outside the war even now. She is in it now in the sense that she has a large world responsibility in relation to it. Now, there are some people that say right away: "You have got to be neutral." Well, I believe in being neutral in

the sense that I don't have to blame any country for the present war. In the first place I don't know enough. In the second place if I did know enough I would not say anything about it, for I believe that the American people for the sake of the real service that we can do Europe later and better keep mighty quiet when it comes to public speech on these great questions that are going to divide our peoples. I advise, therefore, the Germans to keep mighty quiet right now, and I advise the pro-Allies to keep just as quiet right now, considering the larger public question that includes the welfare of both the pro-Allies and the pro-Germans. We are not hyphenated Americans. We are not Anglo-Americans, or German-Americans. We are just Americans here tonight. What is the responsibility I speak of? I want to point out in this European crisis that there have been certain things America has always stood for and always must stand for if America is to be America. And we have got to fight, ladies and gentlemen, not with guns, not with battleships, but we have got to fight in the warfare of ideas for the things that are American. I heard a man remark yesterday: "I have lost faith in democracy." I said: "You poor American. You have lost faith in that which is mostly American. How have you lost it?" He said: "The European conflict has proved that democracy is a dangerous thing. We are not prepared for war and we can't get prepared for war. I believe in autocracy. Look at the efficiency of the autocratic governments of Europe." I don't believe I will lose faith in democracy. I believe democracy is the fulfilment here in this country of all the best things men have struggled for since civilization began, and I am not going to lose faith in democracy. I am going to fight for it, and at a time when it needs fighting for more than at any time before in the world's history. What are the four things the world needs? You as Americans, whatever you want out of life, out of social order, out of government, out of civilization, what are the four things this nation has declared for and has only begun to attain in this America of ours?

The first thing is what you teachers here are familiar with. We have been struggling to attain what is called civilization where reason shall decide the general issues. Civilization that shall be rational. We all believe in reason. Philosophers have been honored in some countries because their business was to make a reasonable country in which to live. We want free speech. Why? Because we like to talk? No. Because it is necessary for us to give our views to each other if we are to have a season of social reasoning. So we have the public school system. Why? So that we may take the boys and girl and have a citizenship in this country in which the boys and girls shall know the reason for great social issues. Now America is passing from that view of national democracy to a conception of international democracy. We believe here in America in settling not only questions of an internal nature by reason, but we believe in settling international questions by reason. All our great systems have been for the doing away of the war system and substituting therefor arbitration or the reasoning system. That has been the American way, the American ideal, and yet at the present time the European conflict is delaying this conception of international reason. The European nations, with a rational problem on their hands would not submit it to reason, or not having a rational problem they fought over an irrational problem, and once more sinned against reason. America at this time has a message to Europe, and let me say it unequivocally, it is the message of democracy, and until Europe has come to the point where she has learned the supremacy of reason in the settling of not merely internal affairs, but international affairs, until then she will have the false statecraft and false ideas which brought on this present conflict. I think you are persuaded that there is logic in history; that no questions are ever settled by force. You are familiar with the fact that whenever in history any problem has been settled by force it has arisen again to be settled finally and justly by reason. Europe must learn that, and must learn that might without right is futile, and that power without rationality is disastrous to civilization.

The second great thing we have fought for Dr. Steiner has brought out splendidly. We have been fighting all through the ages for an inter-racial culture, an inter-racial international civilization. We have gradually come to the point where culture has escaped national boundaries. We sometimes don't realize what we have come to. There was a time when every nation had its own religion, different from the religion of every other nation, its own philosophy, its own educational system, its own morality, its own world outlook. But gradually in the history of the relation of nations culture escaped national boundaries until the present, when we find that art has become international, science has become international, learning of all kinds and social causes of all kinds have become inter-racial and international. At the present time we find the European war system overthrowing all this. Professor Meyer of the University of Missouri told me that he wanted an instrument for his laboratory from Berlin and they wrote back: "We can't give you that instrument until after the close of the war because all the copper here is being used for war purposes." That international co-operation in science is being done away with. Then German professors actually melted the medals they had received from English institutions and gave the proceeds to the Red Cross, and the English professors are no longer co-operating as they used to in scientific work. There has come to be an anarchy in the educational world all because of this war. I don't believe that German culture is the best culture in the world. I don't believe that English culture is the best culture in the world. I don't believe that American culture is the best culture in the world. We have learned to be hospitable to the great ideals of all the races. We fight for no one racial culture. The greatest culture today is not the German, or the French, or the English, or the Russian, or the Chinese, or Japanese, but all these synthesized and combined into that great culture which we call world culture, cosmopolitan culture. That is the only culture worth while, and the present war is carrying us back into barbaric ideas that mean anarchy in the cultural world. Dr. Steiner did not tell you a story he told me one time. He said he went into one of our schools where a number of nationalities were represented and asked the children to raise their hands as he named the different nationalities. He said: "All those who are Germans please raise your hands." Nobody raised his hand, although he knew there were Germans there. He said: "All who are Russians raise your hands." Nobody raised his hand. "All those who are English raise your hands." Nobody raised his hand. Finally he said: "All those who are Americans raise your hands." They all, every one, German, Russian, French, Italian, raised their hands. They were Americans. They had solved the problem of inter-racial and international companionship and international spirit in terms of the large spirit of the American democracy.

No person in this country lives to himself alone. He lives for society. He lives for the State, as well as the State living for him. In America we do not believe that there is any freedom that the individual should seek as his own, but rather that freedom is to be sought in accordance with the interests and ideals of all society. And over in Europe they are asserting this doctrine. They are saying to each nation: "I am at my national boundary. The only freedom internationally as well as individually is this freedom to seek an international goal in accordance with reason and each nation should voluntarily be subject to the revision of all the nations of the world.

The time is late and I do not care to detain you very long, and I leave those three things with you. First, democracy stands for the reign of reason in human affairs. Second, it stands for an inter-racial, cosmopolitan civilization. Third, it stands for the freedom that is social, not individual.

Now, you may say, how are we to bring about this reconstruction in the world? How can it be done? I believe the first step after this war is the enactment and creation of a more adequate international law. We need an international law. We have none at all now that is modern or in keeping with the spirit of international loyalty. There are some people who say that international law has failed, woefully failed, in the present war. I

would like to know what international law has failed. A man said to me: "Well, hasn't Germany been bombarding towns that were not fortified?" I said: "Yes." "Hasn't Germany been using poisonous gases?" I said: "Yes." And the man said: "Aren't those things against the convention of the Hague?" I said: "Some of them." Then he said: "What is the good of international law any more? It has failed. You have got to resort to force." My friends, we need a little information on this subject, and not talk blindly or ignorantly. The Hague conventions, by agreement in 1907, are not supposed to be in force at the present time. Furthermore you will find that these two hundred and seventy-one laws that are said to have been broken are laws about war, laws regulating war. Let me tell you something. If this war has proved that laws regulating war cannot be kept I am glad. I don't want to have any laws regulating international murder. I want laws to prevent international murder. I will tell you how to do it. If I say to Mrs. Murphy: "Don't throw that rolling pin at your husband," she understands. But if I say: "You should not throw a rolling pin that weighs more than two pounds, and furthermore don't hit him in the head, or the pit of the stomach," Mrs. Murphy will say to me: "When I am in the humor to throw rolling pins at Mike I am not in the business of weighing rolling pins, and I don't care where I hit him, so I hit him." So when a nation is in the business of defending its own integrity and its own future you would not expect that that nation is going to be particular about laws, just who you are going to kill, and how you are going to kill, and when you are going to kill. That is not human nature. What we need now is a Congress of Nations after this war ceases to enact international laws which will be an expression and modification of international ideals to prevent war and not merely to regulate international murder. We need an international court. There are some people who say that international courts have been proved a failure. They do not seem to know that since 1793 over six hundred cases have been settled, quarrels between nations, by courts or arbitration. Then we need a force to back up the law of the court. That is the greatest need at the present time. Now, I am a peace advocate, but I don't believe in peace at any price. I believe in justice, though, at any price. I believe I would fight myself with the last drop of blood I had if they would let me into the army if my country were attacked. I am that kind of a fighting man. I love my country. I do not believe in non-resistance. I believe in force, and lots of it, and I wish I had more of right now as I am talking to you. But what kind of force? I want no force like this: I do not want a nation to use force to compel other people to think as I think regardless of the reason in the situation. What I want is an international force that will be the strong right arm of international law and the international court. What we need is an international police that will take any nation that refuses to abide by international law and throw that nation where it belongs, outside the precincts of recognition, economic, cultural, moral and legal, and show that nation that it cannot defy international law and the international court without receiving punishment visited upon it by the whole civilized world. That is what we need in this world, and we are going to get it.

You may say: "I don't believe that is practical." Last June I attended a conference held in Independence Hall, Philadelphia. You know what they signed there one time, the Declaration of Independence. Well, a number of well known men met there last June for another kind of declaration. Ex-President William Howard Taft was chairman of the convention and there were prominent statesmen and educators and business men present there. They at that meeting signed a declaration, not of independence but of national inter-dependence with every other nation on the face of the earth in terms of just what I have told you and instituted a league of peace on this basis, that after this war there shall be an international law and an international court, an international court of appeals and a council of conciliation that should take up these questions the international court cannot adjudicate. I could tell you more about these schemes that are being ratified by the great men of this country, educators, wage earners, the American

Federation of Labor, socialistic movements, and women's clubs, but I haven't time. The great movement is on, and you should lend yourselves to this movement for a reconstructed world, and if anybody tells you you are visionary you tell them that every great thing ever done for civilization was visionary when it was first thought of. The time was when democracy was only a vision and a meager dream, but men fought for it, men believed in it, and finally between these seas democracy came. Jesus might have been told: "Your Christianity is not worth much, for in two thousand years the world won't love any more than they do now, and there will be all the vices then as now, and the worst war in history will happen on European soil. In will take a million years to realize your dream of world order." Would Jesus have said: "Well, let's let it go?" No, he would have said: "I don't care whether it takes seventy times seven million years, if it is the right thing to fight for let's fight for it, and the sooner we begin the better."

What I want to get you teachers, then, to do, is to study these great movements leading us into ideal world co-operation. We want a new international culture. We want a new international understanding. We want a world civilization, a world spirit in which there shall be patriotism and loyalty, but which loyalty shall in turn create new international obligations and new conceptions of international morality. A new conviction that a man's citizenship does not end with his city or his state or his nation, but ends only where he can help a human soul of whatever race. As Dr. Steiner said, I am proud that I am an American. But I am chiefly proud because our country gives to the world at the present time in its union of states the solution of the world problem of co-operation, this union of vastly diverse states in perfect peace, settling all common disputes by a common appeal to a common reason. I say the United States of America has in its very being the largest ability and proficiency in universal union and universal peace. Let the United States of America be followed by the realization of the United Nations of this World.

COUNTY SCHOOL ORGANIZATION, ADMINISTRATION AND SUPERVISION.

County Superintendent Albert S. Cook, Baltimore County, Md.

The most important element in rural school progress is leadership. This ability for leadership in every county school system must reside in the County Superintendent.

With the county unit, as in Maryland, there is one Board of Education for the entire county. This Board appoints the Superintendent, the teachers and the supervisory officers, regulates the expenditure of all funds for public education, and distributes these expenditures according to the needs of each community without regard to the tax paying ability of the various communities. This insures a uniform length of school year, uniform salaries for teachers, and a course of study and textbooks suitable to the needs of the various communities. To all intents and purposes the county unit system of education is administered as effectively as is a city system of education.

The City Superintendent of Education is not elected by the vote of the people. He is appointed by a school board of from three to nine members. So is the County Superintendent in the county unit system. In the city system a good salary is paid to a well trained Superintendent, usually one of the best to be had for the money available. The same is true of the county unit. In the city system good supervision of the individual school and teacher is provided through the supervising principal and special supervision of grades and subjects. In the county unit system the grade supervisor and special supervisor of rural schools bring good supervision to every school in the county.

Expert grade supervision is the most difficult as well as the most necessary aid to good teaching to be secured in any system of schools. How much more difficult and necessary must it be to secure expert grade supervision for the one-teacher rural schools. The county unit makes this possible.

The expert rural school supervisor, in charge of from fifty to 100 teachers, discovers and develops ability for leadership in his group of teachers and also among citizens in the various communities he serves. Supervision provides opportunity for growth in the teacher corps. It develops initiative among teachers and pupils. It brings the public in touch with the work and needs of the schools.

In Baltimore County we are using our strong teachers to give observation lessons with pupils before groups of teachers; to give instruction in art and music to groups of teachers; to make outlines of work for other teachers; to organize various clubs among pupils; for trying out directed experiments in the solution of educational problems which later are reported to the groups.

The expert rural school supervisor, possible under the county unit, comes to know, not only the individual teacher, but the individual child and parents of the child, in every community he serves. His relations to teachers, pupils and parents is somewhat similar to that of an unusually strong supervising principal in a large city school. There is always some one **who knows** at hand to be called on. He knows the economic and sociological conditions of the communities his schools serve better than any other person. Therefore, all movements for rural betterment may and should come through his sympathetic co-operation, so that his constant presence in the immediate field will tend to sustain the interest aroused by the specialist on occasional visits. Our County Farm Demonstrator and our Rural School Supervisor frequently travel together meeting teachers, pupils and parents at their daily work. "No impression without expression," no inspiration or organization without follow-up work.

The rural school, no matter how good or how inefficient, is the most vital institution in every rural community. It is, therefore, essential that all progressive movements for rural betterment should center about the rural school. This is possible in a county **system of schools** only through expert rural school supervision. I say **system of schools** advisedly. Individual initiative has made many single rural schools famous for efficiency in one or more ways; but it is only through constant growth, under expert supervision, that **all** the schools in a county become efficient and remain so.

THE PUBLIC SCHOOL AS A TEST OF AMERICAN FAITH.

Mary Antin, (Author of "The Promised Land"), New York.

It is a great relief for once to find that my authority rests precisely on the fact that I am a newcomer of the day before yesterday, because recently I have been challenged in very specific and definite terms in a brilliant article in the Atlantic Monthly to show my authority for speaking to the American people. I refer to the article which challenges my right to speak in this free country as to our country.

The Gentile, starting in the orthodox Jewish synagogue, is struck by the fact that men keep their hats or caps on. That is the thing which strikes the stranger, that which is different from that which he is accustomed to elsewhere. So it happens that to strangers in many lands those things stand out that are different from those we left behind us.

My father was in this country three years before he was able to send for the rest of us. During that time he wrote us a great many letters, telling what kind of houses you built, how the poor may become rich. He promised us all kinds of bread and sweet things, but there was only one thing of which I was certain. I was not sure there would be bread every day in the week. I was not sure there would be shelter on a cold

day. There was no guaranty of those things, but only that he would have a chance to seek those things. But one thing he promised us was that all our boys and girls would have a chance to get an education. In all these letters in a period of three years he emphasized this one sure thing: There is nobody in this land that is kept out of the schools on account of race, color or creed. When we came here, sure enough, that is the thing we found. The school doors were open to all of us. My father was a thinker and a philosopher. He had lived much and had seen much, and he saw that one peculiar thing which is American, an absolutely unlimited opportunity for education.

I was talking not long ago with a poor, illiterate widow on Division Street, in the East Side of New York. She complained that she had a hard time in this country. Four children came up. She said: "Nobody cares what becomes of me in this country. Everybody intent at his own business. Nobody to lend a helping hand to a poor widow. Don't know our neighbor, even. It is a hard life." Just then the children came in from school. One, two, three, four little girls, and the widow folded them in her arms and said: "But the children go to school, and that is more than bread to me. The rich and poor, Jew and Gentile, have an equal chance. I can wait for the bread and drinkings." There it is. I have a young cousin I brought from Russia at the age of 16. I brought her here chiefly with the hope of passing a good thing along. I have had my chance and I wanted to pass it along. She was not bookish. Living in a house filled with books, you never found her living in the study. She is of an extremely domestic turn of mind. There is only one volume that she ever opens of her own accord, and that is Mrs. Formosa's cook book, and I have made this my textbook, and we get a great deal out of a recipe for baked potatoes, besides how to get potatoes on the table. I was always wondering if she was not missing the days she was not in school. She gave no sign. There was no sign that she was getting the essence of Americanism as it had been delivered to me. I was rather anxious about the subject until the day my own little girl, Josephine, went to school. Josephine had been to a private kindergarten, where they are taught in the very best way. Josephine was very happy and so was I. When she first went to public school I felt that the clock had struck twelve. It was all very well to have her taught private kindergarten, because there was no public kindergarten. That morning I took the little girl to school myself and her father brought her back. It was the day of initiation for the household, but not a word was said. When I took her there her cousin was still standing in a dreamy mood. She was always busy in the mornings making beds and getting ready to commune with Mrs. Formosa's cook book. I said, "What is the matter?" She said, "I wish I had been born in this country and go to school with the children." It came to her, just as she lived along with us from day to day. I didn't preach to her on the subject of the position of the public school in American society.

Yet somehow she knew that the school house is the very essence, and so that little girl caught on. After that it was our special pleasure to take my little girl to school. They run a special car, and the car stops and picks up little Johnny and little Mary. That was very nice, and so the children all go to school together. Just so. I hope you who are interested have not neglected to read the testimony of one in his story, "A Far Journey," which appeared recently. He reports that after over twenty odd years in America he always has time to stop on a street corner when the children are being dismissed and watch the little children, Jews, Gentiles, black face, white face, yellow face, all children, coming out of school. If you can go back far enough in your own history you will find that the founders of this nation had in advance picked out the institutions to be cherished as the central factor in American life. There is no need for an outsider like me to remind you of those things if you were in the habit of reading American classics, Lowell, for instance. I will tell you how I know you don't read Lowell. When I go to the Public Library to get a copy of Lowell's essays I may keep it as long as I like, because nobody else wants it. Lowell has summed up the vision of hope

of the founders of the nation. He said: "Here is our treble faith: faith in God, faith in work, faith in man." We ask ourselves, when people don't go to church and so many people don't go to Sabbath School, what has become of the ancient faith in God? To me we still bear witness that we still have some faith in God, but we express it in a different fashion. To me the very instance of our separation of the Church and the State is an expression of it. We are very sure of the existence of a God, but we don't figure it out that the Lord God has made His headquarters in the church of any denomination. We expect to find Him not simply in church, in the temple or the synagogue, but in the hearts of many people that don't go to church at all. That is the expression of our faith in God.

As to faith in work, witness the American's belief in work. Some say we are so intent on work we don't take time to think. And as to our faith in man, that to me is a peculiar article of American faith. Nowhere else has a nation so persistently sought to emphasize in her strivings for democratic life faith in man. Verily, we believe in man. We are so sure there is something in all of us if you only give it a chance to express itself that we propose at the beginning to give every one the means of expressing himself. That is the purpose of the public school. I don't mean at first the New England farmers who taxed themselves to maintain the little red school house at the cross roads had any such conviction as we have today. You know the master cannot always give what he is striving for. The common man knows what he knows, but he cannot give it a name. There was behind us through those centuries that the boys and girls had no chance, that it was a luxury of the few. The boys and girls had something in them, but could not give it expression, and the men and women had a longing, and this longing to release the spirit within us in the end led to this experiment of the little red school house at the cross roads, so that the children of all the people would have a chance. Mind you, long before our social or political philosophy had been formulated, long before we had made us a model republican government, there was this plan to give all the people an education. That gospel was on its way long before the philosopher gave it a name. This was the time that faith in man of all sorts and kinds was crystallized in the little red school house where all the boys and girls shall learn reading, writing and arithmetic, and if you want any testimony that our public school system is the cornerstone of the republic, you may see it, even though we have lost consciousness of it. There has been much backsliding in our social and political practice. There has been much indifference and we have been talking about the corporation in politics and the indifference of the citizens, but through all this, political, social and economical, there is one thing that has never failed to grow more and more definite, and more and more sure from generation to generation and that is the public school system, and from the day of the little red school house, when reading, writing and arithmetic was the curriculum, to this day when nothing is too good for the people we have had that spirit of development. And we have done this in a short time.

This has all been done in less than a dozen generations, since the days of the little red school house. It takes time to make mistakes. Way back—I think it is more ancient than the Declaration of Independence or the Constitution of the United States it was promised us that if we learn of all things that knowledge shall make us free. Whether conscious of this text, and whether believing in its literal interpretation or not, we have sought to liberate men from the bondage of ignorance and superstition by knowledge more and more easily to be obtained. On the whole, the American nation is somewhat conscious of these things, and we like to get together at the cornerstone laying and recite about the school house being the cornerstone of the republic. The little boys and girls get together and recite those things, and the fathers and mothers get together and say "Amen" and "So be it."

Yet the American people fall sometimes to treat the school house as the cornerstone of the republic. Some of you are not only teachers, but

taxpayers. You not only have the salaries of teachers, but you contribute also to the fund from which teachers are paid. I address myself now to the taxpayers. If the cornerstone is located in the school house it behooves us to see that it is well established, strong and able to support the structure. You believe that. But when it comes to paying taxes, what happens. I will tell you what happens in a typical American community twenty miles from New York. We are a small community, most of us very well endowed with this world's goods. If you will look through the telephone book you will see many choice American names. Some of us own automobiles in the plural. We are not suffering from a lack of funds in the pockets of the citizens. It was decided that we needed a school house, and we made up our minds we should build a school house that should be the pride and glory of the county. We called in architects to show us what could be done. Presently we came down to fixing the budget. There were two factions. Some of us wanted a school house to include a great auditorium, where the fathers and mothers as well as the little Johnnies and Nellies could get together. It was found that could be built for \$75,000, but it was possible to patch up the old school building and not have an auditorium for about half of that. Some of us thought the school house should be the cornerstone of the republic. When friends came to see us what did we point out? Mr. Smith's elegant villa; Mr. Jones' summer residence. We didn't point out the school house. We were getting the women to take a part in it, although in the state of New York we don't count for much as citizens. We don't count for much in politics. We went to the meeting where the budget was to be voted for, to vote a rate for a respectable budget. We came into that meeting, and everybody who had anything to say said it, and some who had nothing to say said it also. We wanted to have the finest school house in the county, and why not? Up gets a man whose ancestors came over in the Mayflower. He had figured out to a cent how much every man's taxes would increase if we spent \$75,000, and reminded us how much we had to do, there were no streets or sewers or roads, and if we were going to vote all these things we would soon be bankrupt. I looked at my neighbor who figured out his taxes to a cent, and I understood the reason for his appeal. He owned more acres than a dozen of the rest of us. I beg to contribute this formula: "That the objection of the citizen to the size of the budget is in exact proportion to his real estate holdings." There are many things we can afford to do without rather than stint our school house, the cornerstone of the republic.

So much for the taxpayers. Some of you, besides being teachers and taxpayers are also parents. That knowledge shall set us free is being obtained in many places. You can get it in the schools, colleges, civic centers, the churches, everywhere. You can educate your children in many places. Some of us are in the habit of sending the children abroad for a finishing touch, or you put them into a boarding school, for you set your heart on a certain brand of education. I think it is not enough that our boys and girls should be taught philosophy, science, and all those things we call culture. It is not enough if they learn what is being taught in Europe. We want a peculiar American flavor to our education, and there is only one place you can get it, and that is in the public school. In this same God-fearing community where they are so fearful of having a school budget—which is a typical community—they have a private school competing with the public school. We have an excellent public school. The organization is small, and we can keep our eye on it. We know our teacher personally, and we are rather proud of the school, and yet it will happen again and again that a mother having a child come of school age will debate the question, "Where will we send Johnny or Nellie?" I have never had to solve it. Here is Josephine, and here is the public school. There is my next door neighbor who has a little boy the same age as Josephine. When the time came she came to talk the matter over with me. I said: "Mrs. Hobart, are you finding any fault with our public school? Why does it present a problem?" "Well," she said, "there are so many things." I said, "What have you in mind?" "Well, in the private school they get along faster. There

are not so many, and so they reach the university sooner." She wants to gain time. That is not so much the question with me, and the reason the little girl goes there is what she brings me. The peculiar American flavor is to be had nowhere except in the public school.

Another thing my neighbor was anxious about: "You know there are little Italian children there, and it is hard enough to teach the children good English without being placed with them." I love good English and I would like for little Josephine to learn good English right away quick; but here is what makes the public school different, so that nowhere in all the world will you find anything like it: A school that is made up like a school in the city of Boston, there are girls there from Russia, Germany, Holland, France, every corner of Europe, Asia and Africa. We believe that verily God is no respecter of persons, and we get them from every corner of the world and set them on their feet, to salute the American flag. You don't get that in the private school. It is likely that in the private school by and by you will get the children of the little Italian or the Hungarian, but by that time the stamp of the foreign country is not on him. I can take my little girl to school and point out the boy from the steerage, and say: "Here is your brother from a foreign land." There is the miracle. Again we find the children of carpenters, merchants, teamsters, tailors, clerks, druggists, plumbers and many other occupations, all these people coming together to learn these things.

It is quite likely in the private school you will find the daughter of the ex-saloon keeper, but at that stage the child has been taught to be ashamed of the origin of her father's money, and the miracle does not hold good when the daughter of the lawyer and the daughter of the stock broker sit side by side. In the private school they all come from a different state of society, but in the public school they all come together and have much to learn and they do learn.

There is another point: They say there is danger of contamination. Yes, Josephine comes home and complains of Johnny Dolan. He is a naughty boy. He pulls her hair. Another day he is a naughty boy, and says so and so. Another day I said: "Josephine, he is not a naughty boy. He does not know any better." "Why doesn't he?" "I am afraid his mother doesn't teach him any better." The Dolans live in a shabby house on the hill. The mother goes out to do a little work and the father does the best he can, having lost his health and youth. I tell Josephine Johnny Dolan's mother was not taught any better herself. When she was a little girl her mother went out to work and she was not there to correct her. Josephine wants to know why she goes out to work. "You don't go to work." I tell her: "Because his father does not bring home enough for living and carfare." "Why doesn't he?" There is something wrong, you know, when Johnny Dolan's mother does not stay home and teach little Johnny. Why doesn't his father bring home enough? He works as hard as Josephine's father. I am obliged to reveal to her, though she is but a child, those things in our social system which are not as they should be. I say our American boys and girls cannot too soon learn wherein we have failed to live up to our program of justice for all. Our children must be taught in the beginning to know how the other fellow feels about us. That is the function of our democracy. I am more keen that my child shall know about these things than all the culture that was ever gathered from abroad. You say in this country that the people rule; that we choose our leaders. Verily! The children of our schools today, tomorrow will be our leaders. Tomorrow Johnny Dolan will have his say. I want him to be properly instructed to properly contribute to society as the child of the mother who goes out to work, and those things are only to be had in the public school. I don't want to give the private school a black mark. There is a use for the private school.

First, for the peculiar child who for some reason or other does not get along in the public school. Then for the child whose father and mother are busy trotting around the globe and they want to supply a guardian as well as a teacher. Or merely when a laboratory is desired where they can work out things in groups and they can see just what happens to little Hobart

There is an opportunity to work it out. They can afford it. Let them work out new fads. That is a very good place to do it. I have been in more than one private school in this country which made every effort to give the youth under their direction that peculiar American touch so that you could tell they were Americans even abroad. But it was while working against difficulty. They did take the girls slumming one afternoon to show them how the other half lives. It is different if you place them with Johnny Dolan in the school room. I think my little girl will get a vision of the truth that will go home, and it will not be a holiday aspiration to see how the other half lives. She will be identified with Johnny Dolan and burn with the desire to see things set right. If the public school is not just what it ought to be, leave your child there as a hostage to the State and make it what it should be. I am very much interested in the public school, although I didn't find time for experience with the public school until I sent little Josephine there. Since sending her there I am interested. I care. And if anything is wrong I sink or swim with the rest of them, and I shall be ever so much more sure of working for the correction of wrong if I send that hostage to the people of the State. If Johnny Dolan goes without a chance, tomorrow little Hobart is just as much exposed to him. You don't take them out of the private school and put them in a sterilized tube through life.

There is another group of schools I might mention. Whatsoever objection there is to segregating groups of our children in the private schools applies also to grouping them in religious schools, parochial schools. We preach the gospel of equality. That is, we know no lines, no rich, no poor, no black, no white. Oh, I don't know. I am in Missouri. We have no distinction. But the little boy who goes to school is taught in the same text, "All men are created free and equal," and "But don't have anything to do with those little negroes." Again we are taught in the parochial school that every man in this country is of equal importance in the eyes of God and man. Yet when you take them and segregate them in the parochial school you may say: "All men are created free and equal, but salvation is only for us." I know how it was, because when I first went to school I went to school with black, white and yellow. "Yes, all men are created free and equal. I am permitted to play with you, but I hope God won't take any notice of it." I am a Jew. You know what sacrifices my people have always made to afford their people religious training. I want religious training and it may be that some time there may be a way found to teach religion in the schools without violating the worth while gospel of the separation of church and state. There has been found a way that gives no offense in the state of New York, and there we find that a great many of these boys and girls go to their Jewish schools after public school hours. They do not sacrifice anything the public schools have given them, and yet they are not neglected in religious training. To me this is logical. So much for the parents.

Now a word for the teacher. When I was a little girl in Russia the population of the world was divided into three classes: people, relatives and teachers. The teachers were a class apart. I knew it before I knew the name of the teacher by the way the people behaved when the teacher walked into the room. There was a mark upon that man, and when he came into the room everybody got up and stood until he was seated. Why? It was following out that same thought which made that ancient teacher in the day of the destruction of Jerusalem say that all was not lost as long as he could teach the children. You in this country also advertise yourselves as a nation with a gospel. I don't know how much you mean it. You have said that when you find any race in the schools, the fathers and mothers in the night schools, it is your intention to set your American gospel of democracy above all things, and you have said a great deal about liberty and justice. That is the thing by which you are differentiated from all other nations today—democracy. If you are, like the Children of Israel, a nation with a gospel, then the public school teacher must stand in some such relation to the nation as the old fashioned Jewish Rabbi did to the Jewish community. I have never been able to shake off that feeling for the teacher. Teacher has always been written with a capital T with

me. And when the teachers and the children are assembled together there is the citadel of the nation. See to it that you uphold the teachers as your chosen ones. Give them a chance. Politics should never touch the public schools. Don't touch the school house, for the school house is the citadel of the nation. A short time ago I went out a stranger in a strange town, and there against the sky stood a dignified granite building on a hill. I had never a doubt that there was the school house, for there was the flag flying at the mast. To make sure I inquired. They told me it was the high school. There it stood, like a citadel, towering above the city, the place where all the children are gathered together to learn of the things America stands for. Let the teachers realize that they have not finished their duty when they have merely for so many days followed out a program or finished the day's task, unless they have managed to put into the day's work a spiritual undercurrent, so that even while teaching the multiplication table they may give it spiritual meaning. For you teachers are the bodyguard that shall conduct the country safely. Teachers and guardians of the republic, I salute you.

PROCEEDINGS AND ADDRESSES---DEPARTMENT SESSIONS

EDUCATIONAL COUNCIL.

President, W. M. Oakerson, Jefferson City.

Secretary, Bab Bell, Columbia.

The Educational Council of the Missouri State Teachers' Association met in the banquet room of the Coates House Wednesday evening at 8 o'clock, November 3, 1915. President W. M. Oakerson presided at this meeting. The subject of discussion was, "The Junior High School Plan." Principal F. C. Touton, St. Joseph, read a report of the committee composed of F. C. Touton, St. Joseph, Assistant Supt. G. P. Knox, St. Louis, and Supt. L. McCartney, Hannibal, favoring the plan. This committee was appointed by the Missouri State Teachers Association to make a special study of this subject. Dr. J. L. Meriam, University of Missouri, opposed, while Dr. J. F. Hosic, Chicago Normal College, gave the advantages of the plan.

After appointing the nominating committee the President called for a general discussion. Report of the nominating committee was made and election of officers was as follows:

President, J. P. Gass, Sedalia.

Secretary, Mrs. Myrtle Threlkeld, Shelbyville.

It was moved that the report of the committee be received and published in the proceedings; motion carried.

Adjournment was declared.

WM. OAKERSON, President, Jefferson City.

BAB BELL, Secretary, Columbia.

MISSOURI ASSOCIATION OF APPLIED ARTS AND SCIENCE.

Chairman, J. C. Wright, Kansas City.

Vice-Chairman, J. E. Guisinger, Kansas City.

Secretary, Miss Ella V. Dobbs, Columbia.

General Meeting.

The Missouri Association of Applied Arts and Science met in general session on Thursday afternoon, November 4th, in Room 405 of the Northeast High School, Kansas City.

The meeting was called to order by the Chairman, and the following nominating committee was appointed: I. S. Griffith, L. R. Fuller and Stella K. Harris.

The program was carried out as follows:

1. "The Proposed Law for Industrial Education in Missouri," J. D. Eliff.

2. "The Development of Boys and Girls as Responsible Members of the Rural Communities," B. M. Little.

3. "Art as Applied to Commercial Advertising," Mrs. H. A. Berger.

4. "National Interest in Industrial Education," Congressman S. D. Fess.

Minutes of last meeting were read and approved. The nominating committee reported the following names for officers for 1916, who were elected: President, Lewis Gustafson, St. Louis; Vice-President, Mrs. J. Casey, Kansas City; Secretary, Mrs. W. W. Badgley, Springfield.

A motion providing that Chair appoint a committee to investigate the status of manual training in the State of Missouri, was duly seconded and carried. The Chairman asked time for consideration before appointing the members of the committee. There being no further business, the department adjourned until the next meeting of the State Association.

Vocational and Manual Training Division.

Chairman, Lewis Gustafson, St. Louis.

The meeting was called to order at 9 o'clock Friday morning, November 5, in Room 210, New Central High School.

The following program was given:

1. "Teacher-Training Courses," Lewis Gustafson. Discussion, Ira Griffith, Columbia, and August Ahrens, Warrensburg.

2. "Safety First," (a) In the Factory, F. A. Ruff, Butler Mfg. Co., Kansas City; (b) In Accident Insurance, W. T. Grant, Business Men's Accident Assn., Kansas City.

The meeting adjourned.

Fine Arts Division.

Chairman, Miss Elizabeth Shannon, Warrensburg.

The meeting was called to order by the Chairman. Since this was the first meeting of the Fine Arts Division, there were no minutes to be read.

The Chairman appointed the following nominating Committee: Miss Harwood, of Warrensburg, and Miss Miller and Miss Bruce of Kansas City. This committee reported the names of the following for officers for 1916: Miss Cleo Lytle, supervisor of drawing, Kansas City, for Chairman, and Miss Clo Henry, supervisor of drawing, Kansas City, for Secretary. The report of the committee was unanimously adopted.

As there was no other business to come before the division the program was carried out as printed.

Over 100 were in attendance, and the papers were excellent. Several questions were brought up and discussed and all present were enthusiastic about continuing the good work started at the meeting.

The meeting adjourned.

ELLA V. DOBBS, Secretary, Columbia.

LEWIS GUSTAFSON, Chairman Vocational and Manual Training, Division, St. Louis.

ELIZABETH SHANNON, Chairman, Fine Arts Division, Warrensburg.

THE PROPOSED LAW FOR INDUSTRIAL EDUCATION IN MISSOURI.

J. D. Elliff, Columbia.

Kansas City, St. Louis and a few progressive towns in the State have made a good beginning in industrial Education. The State as a whole has, however, done practically nothing. With the exception of the cities mentioned and a few school men in different parts of the State, our people are uninformed and uninterested in the matter. This is especially true of our legislators. The report of the Committee on Industrial Education, made to this association last year, provoked some discussion and doubtless did some good. It, however, was wholly ignored by the members of the last General Assembly, as was all other constructive educational measures.

I need not review the present situation in this State. That task was fairly well performed in the report last year. True, we have for many years been training men and women for the professions in the schools of the university and for the profession of teaching in the normal schools. The present courses in education and agriculture, as, offered in our high schools, cannot fairly be called industrial or even vocational education. They are at best pre-vocational courses. What we need to do now is to face the existing situation in view of all the possibilities and conditions and lead out people to see the fundamental necessity of making adequate and immediate provision for a system of industrial education in this state. Unless we do this, we shall find ourselves in a very awkward situation. Conditions are serious as they are, and unless some provision is made, we shall lose hundred of thousands of dollars offered us by the National Government. The bulletin that I hold in my hand is Volume I of the Report of the Commission on National Aid to Vocational Education. It is document No. 1004, published and distributed free by the Government Printing Office. This is the best single volume on industrial education ever published in this country, and I hope that each of you, who have not already done so, will secure a copy and read it closely. It contains eight chapters and an appendix. Chapter 1 is The Need for Vocational Education; chapter 2, Need of National Grants to the States for Vocational Education; chapter 3, Kinds of Vocational Education for which National Grants Should be given; chapter 4, Aid to Vocational Education Through General Agencies; chapter 5, Extent to Which the National Government Should Aid Vocational Education; chapter 6, Conditions Under Which Grants Should be given; chapter 7, Proposed Legislation. It is chapter 7 in which we are particularly interested at this time. The commission was authorized by act of congress in 1914. The members were appointed by the president of the United States and were instructed to make a very careful study of the problem in all its relations and to make a printed report. The committee held almost continuous sessions for several months, studied all phases of the problem, made its recommendations and formulated a bill which was submitted to congress and received favorable consideration, but because of the peculiar situation at the time did not become a law. This bill is almost sure to be passed at the next session of congress. I can do no better, therefore, than give you in brief the essential provisions of the proposed law. The bill provides, among other things, for the following; First, for the formation of a Federal Board for National Education, an appropriation of \$200,000 annually for its support and use. Second, it provides for appropriations to the states for three specific purposes: (a) for the training of teachers of vocational subjects, (b) for agricultural education, including education of the household, and (c) appropriation to the states for industrial education. The money for the training of teachers is to be apportioned on the basis of population, that for agriculture on the basis of rural population, and that for trade and industries on the basis of urban population. The bill provides that the money appropriated shall be paid for salaries of teachers, supervisors and directors of agricultural and industrial subjects. For every dollar of federal money expended, the state or local community or both must spend an equal amount. The amount ap-

appropriated varies from year to year, reaching its maximum in five to six years. Missouri's share of this grant is as follows:

First year:	
For training of teachers	\$17,000
For Agriculture	19,200
For Industrial Education	57,000

Total first year	\$93,200
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Fifth year:	
For training of teachers	\$35,000
For Agriculture	57,000
For Industrial Education	98,000

Total for fifth year	\$190,000
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This grant for all purposes amounts in ten years to the magnificent sum of \$1,553,200.

The money, all of it, is to be expended for the specific purposes mentioned and for no other. Three kinds of schools are recommended:

(a) All day schools. (b) Part time or continuation schools. (c) Evening schools.

The pupils must in all cases be fourteen years of age and in the evening schools sixteen years of age. The organization and administration is left to the state and local school subject to the general requirements and approval of the national government. The more important requirements of the national government are:

1. The state through its legislature must accept the provisions of the act and set up an administrative board. This board must submit its complete plans to the national board for approval.

Such are, in brief, the essentials of the proposed plan for federal aid to the states for vocational education. In view of this proposed law, which as before stated, is practically assured, let us see what we have done in the matter of preparation to meet it. One single word answers the question—**nothing**. Not only have we done nothing, we are in a position where it is very difficult to do anything and all indications now point to our state's receiving no part of the federal grant.

We have no administrative board as contemplated by the proposed law. Our present State Educational Department does not meet the requirements and can not be made to meet them.

The men in our state department are already overworked and underpaid. The state superintendent's force is wholly inadequate to do the work now required of it. Yet last winter the general assembly turned a deaf ear to all the superintendent's appeals for rural inspectors even when that appeal was backed up by the teachers of the state and by thousands of patrons of the schools.

We have no institution for the training of teachers as the law requires and no money to build and equip one. The university and the normal schools can not do this work—a special school must be provided.

The state has no money to meet the terms of the grant. It is a well known and generally accepted fact that the present revenues of this state are already inadequate to meet the legitimate demands made upon them. In spite of this fact our general assembly continues to appropriate money for special committees and for purposes of doubtful usefulness and persistently refuses to consider ways and means of increasing the revenue. This year for the first time in the history of this state the state superintendent of public schools has found it necessary to appeal to the courts to save a part of the school funds.

The cities and towns can not meet the extra expense. The average tax rate for schools in the cities and towns is now about \$1.13 on the hun-

dred dollars. Many districts are voting a greater levy, as much as \$1.75, and then find it impossible to provide well for general education.

What can be done? Under our present constitution, nothing can be done and nothing will be done. Here is an argument for a new constitution that is unanswerable.

If Missouri is to receive any part of this federal grant we should, as pointed out in our report a year ago, lose no time in securing a new constitution providing for a nonpartisan state board of education and making liberal provisions for increasing the school revenue, thus meeting the requirements of the Federal Government and at the same time increase the efficiency of all the schools, especially the rural schools. There is no other remedy. The defects in our schools, especially the rural schools, are imbedded in our antiquated state constitution and can be removed only by a new constitution. So firmly am I convinced of this fact, so fundamentally important do I consider it that I think that we teachers should form an organization of all interested organizations, commercial clubs, manufacturers associations, the Grange, women's clubs, labor organizations and all others interested and lend our united energies to the securing this one needed reform. If we accomplish anything we must begin work before the election, not after the general assembly meets. For my own part I shall refuse to support any man for election to the general assembly who is unwilling to let the voters of this state have at least the opportunity to correct the weaknesses in the fundamental law of the state. So strongly do I feel in this matter that I shall suggest to our committee on resolutions that we make but one request of our next general assembly and that this request be in substantially the following form:

Whereas, it is the consensus of opinion of most thinking men in all walks of life that we have outgrown our present state constitution, that it is hindering our industrial and educational development, therefore be it resolved:

1. That we ask the general assembly to take the necessary steps to provide for a constitutional convention and
2. that we pledge ourselves to support for nomination and election to the general assembly only such candidates as will pledge themselves to work and vote for a constitutional convention.

THE DEVELOPMENT OF BOYS AND GIRLS AS RESPONSIBLE MEMBERS OF THE RURAL COMMUNITY.

Supt. B. M. Little, Lexington.

I. Through the **organization** and **management** of the school. Placing responsibilities upon pupils whereby they co-operate with the teacher in the management of the school.

Illustrations: (1) Care of pencil sharpener, reference books, etc. (2) Cleanup squad for room and grounds. (3) Flower care-takers. (4) Fire drill leaders.

II. Through the **instruction** of the school. Importance of using—in the school and for the school as much as possible—the things learned in school.

Illustrations:

(1) Work for the **drawing classes**. (a) Posters for the various seasons and holidays such as Hallowe'en, Thanksgiving Day, Christmas, New Year's Day, Lincoln's Birthday, Valentine Day, Washington's Birthday, Easter, Arbor Day, May Day, Decoration Day, to be used for the decoration of the school, or to be taken home or used as gifts. (b) Lettering done by pupils for advertising athletic contests, entertainments, or similar events. (c) Designing patterns and stenciling border on curtains for domestic science room, the sewing being done by members of the sewing class—a good instance of co-operation. (d) Making original designs for folios, note books, book covers for use in school. (e) Study of color com-

binations from the viewpoint of tasteful dressing, selection of rugs, wall paper, and house decorations.

(2) Work for **manual training classes**. (a) Woodworking for the benefit of the school; making needed book racks, magazine holders, bulletin boards, and the various repairs needed about the schools. (b) Painting fences, tinting rooms, laying brick walk, repairing plastering, repairing plumbing, installing electric connections.

(3) Work for the **cooking and sewing classes**. (a) Preparing and serving meals with special drill upon the social conventionalities. Drills consist of one girl acting as hostess and the others as guests, with parents invited occasionally, and closing with a dinner for the high school faculty and one for the board of education. (b) Making curtains for the school wherever needed and articles for Christmas gifts.

(4) Work for the **teacher training class**. (a) Practise teaching in the school rooms, and acting as substitutes without pay.

(5) Work for the **agriculture class**. (a) Designing improvements in the landscape effects of the various school yards, planting and attending the flowers and grass.

(6) Work for the **English class**. Study vocations as a basis for written reports and themes.

(7) Work for **History classes**. Study some standard magazine one day each week for current history.

(8) Work for the **Civics class**. Visit the city council, the courts, the jail and attend civic meetings.

III. Through Groups of Students, self-organized for special activities.

(1) In the high school: Embroidery club under supervision of domestic science teacher, Girls' Musical club, Debating club, Boys' Manual club, Athletic association, Student paper under supervision of English teacher.

(2) In the Grades: Sewing clubs for girls, Poultry clubs for boys, Correct Speaking club, Cleanup league at home, on the street and at school, Flower association at home and at school.

TEACHERS FOR INDUSTRIAL AND MANUAL TRAINING.

Lewis Gustafson, Ranken Trade School, St. Louis, Missouri.

Manual training, as I see it, aims not to teach a boy one thing or one process by which he may make his living but to familiarize him with several. It forms a part of his general education; trains his hand and his brain together for general ends; "sends the whole boy to school." Its aims are broad and cultural, not narrow and utilitarian.

Vocational education, on the other hand, aims to make of him a carpenter, a draftsman, a machinist. It is utilitarian, not cultural, though culture may reside in it at all times. It is not broad but narrow, not generalized but specialized.

In manual training one speaks of "woodwork" and "mental work". "Turning" is a subject in itself, taught for its own sake, for its educational and esthetic possibilities. The objects made run to Morris chairs, Indian clubs, piano lamps. These are all legitimate, have positive and desirable values, but they are not vocational.

In vocational training we do not teach "woodwork" but "carpentry," not "metal work" but "blacksmithing." Wood turning ceases to be a thing in itself and dwindles into a small though necessary part of patternmaking. The things made are houses and barns, filing cabinets, engine lathes. They are commercial things. Instead of generalizing on several processes or parts of occupations the pupil specializes on one.

Manual training in only a small percentage of cases contributes directly towards the livelihood of the pupil. Its students become physicians, lawyers, preachers, business men. A few become engineers. Some become draftsmen. It usually results only indirectly in bread and butter.

Vocational training must result directly in bread and butter. Its students must earn their living by the direct use of the one thing learned in the school.

As the difference between the two forms of training lies in the two words "general" and "special" so lies the difference between those instructors who should impart them.

The teacher of manual training should be a man of wide culture of esthetic appreciation. He should, of course, know the shop processes of the woodwork and metal work taught, but he need not always know the commercial practice. It may often be best for the manual training teacher (as in weaving) to go back to primary and primitive methods as being far more educational than the modern. The more education he can have, the better, but his industrial knowledge may be second-hand or gained only from observation.

For industrial work one thing is of prime importance in the teacher—first-hand successful experience in the trade or occupation he presumes to teach. He must be thoroughly familiar with shop methods, shop kinks, shop lingo; he must be a shop man. Without this he cannot expect to send his pupils out into the industrial world properly equipped. Then he should know the technics of his trade—he should not be the slave of rule of thumb. And he should have the native gift of imparting his knowledge and his skill to others.

But his academic education may stop with the sixth or the seventh or the eighth grade. A high school or college education would be desirable, of course, but these would be impossible for the simple reason that he was getting his skill and knowledge of his craft between the years of sixteen and twenty, when other prospective teachers are in school.

We must recognize the situation as we find it. The college bred manual training teacher will not have had the intimate association with commercial processes required of the vocational teacher; the vocational teacher taken from the industries, as he must be, will not have had the general education or even the pedagogic training needed for the full satisfaction of the demands that will be made upon him. How shall the lack be made up will become a serious question.

The solution will have to be gradual. Evening courses must play an important part. And in the meantime we must accept the shop trained man for his accurate knowledge of the job, even though he murder the rules of syntax, just as we rely upon the specialized skill of a trained nurse in a case of typhoid fever without demanding that she have an A. B. degree.

HELP THE SUPERVISOR SHOULD EXPECT FROM THE GRADE TEACHER (SUMMARY).

Miss Cleo Lytle, Director of Art, Kansas City.

Let us get to work to show the layman the wonders art can accomplish, make him see the value of art. The supervisor can do nothing unaided. She is influenced to a great extent by the attitude of the teacher. The work of the supervisor is of a general nature. She must limit her duties to assisting the child indirectly, for she cannot study specifically the needs of the individual child, as can the teacher who is with him every day. The teacher who is interested enough to try to discover how to meet the requirements of each child, and who is ever planting in the fertile mind of the child seeds which will, with the passing of years, develop into ideas of vital importance is doing real teaching.

Many teachers regard the criticisms of the supervisor from a distorted angle. They seem to forget that criticism is of two kinds, adverse and favorable.

Every lesson should be carefully prepared before it is presented to the children, and the materials to be used should be ready. The required

amount of time should always be given to the lesson. It is so easy to neglect the subjects which do not have a strong appeal to us for those in which we are immensely interested! The supervisor is justified in expecting that the allotted time will be given to each lesson, and that the lesson will be given as often as the program calls for it. At the close of the lesson, it is a good plan to give a few moments to discussion of the work to be taken up at the next lesson. This stimulates the interest of the children and encourages them to bring in material to be used for the lesson. It gives them something to which they can look forward with real pleasure.

There are two points which I wish it were possible to impress upon every teacher. The first deals with her manner of dressing. I go into some rooms in which the costume of the teacher is so inharmonious that I wonder how she expects to develop the taste of the children when she is placing before them an example contrary to all rules of art. Inharmonious color combinations and material unsuited to the school room should both be avoided, for the teacher cannot develop in the children the power of discrimination, if she herself is unable to make appropriate selections. A correct mode of dress is one of the first essentials to the success of the child in later life. It is the natural instinct of the child to make of the teacher an ideal, and so it is the duty of the teacher to give him a correct example, if possible.

The second point concerns the appearance of the room. Not only color and designs, but arrangement, help to make or mar the beauty of the room. Order and simplicity are two strong forces.

There are a few rules in art to be learned, and these once understood may be applied to all phases of the subject. Nature follows these rules carefully. She uses her brilliant spots sparingly. It is only when she wishes to break the monotony of the duller tones that she uses her red, orange, and violet. She never places a leaf upon a blossom bearing stem that she does not key the color.

More and more are we advancing toward a realization of the fact that art should be a part of the every day life, that is is really an important factor in our existence. The pupils now in our schools, will, within a few years, be the most important factors in the life of the community. It is they who will be designing and decorating the buildings, and planning park and boulevard improvements. In their hands will be placed the power to make the city a thing of beauty. Therefore it is the practical phase of art which should be presented to the children. Art is not merely the making of a picture, although the making of a picture may be art, since the same laws hold good whether one is painting a picture, making a piece of furniture, or designing a costume. The drawing of a flower or form is merely the first step. The teacher should then show the children how to convert it into a motif that may be applied to a concrete thing. Art has no value in the school room, if it does not fit the child for life.

THE HELP THE GRADE TEACHER SHOULD EXPECT FROM THE SUPERVISOR (ABSTRACT).

Miss Mary B. Bruce, Hyde Park School, Kansas City.

We teachers have glowing ideals of what art teaching in our public schools is to do for the evolution of American taste in some remote generation—never the present or the next. With the crudities and materialistic tendencies of the majority of our countrymen, we are quite familiar and we know we have not made much headway against these. We have been trusting so much to what time would ultimately accomplish for the uplift of the popular taste, that we ourselves have done far too little.

It becomes the privilege and the duty of the supervisor to dispel this apathy and to transform our old vague ideals of a future artistic well-being to be realized "somehow, somewhere," into an active vital force that will bring about a goodly uplift in our own day, and in a large measure

through us. If this is to be brought about, the grade teacher must look to the supervisor to be so taught, directed, and charged by him with the true principles of art as to enable her to become a kind of transmission center of appreciation and good taste for every home within her influence.

Here in the west, we are still in the transition from the old mistaken analytical method, so unduly exalting representation as to blight with an infantile paralysis most of the creative ability of our pupils, to the beautifully sane synthetic method stimulating every child to the use of the creative power which is his and being still in this transition stage, there is so much that is entirely new to most of us that we absolutely require to be taught these things by our supervisors, if we are to present them to our classes with any degree of uniform intelligence. Our vital need is to know. The supervisor is the one who does know.

Is drawing supervision, in its usually accepted sense, meeting this vital need today? I am very sure it is not. For what important advance is possible, if, the supervisor is so hampered by time-honored routine that he is rendered practically powerless to bring into play, those forces, only through the free control of which he can hope to fulfill his great mission? What is to be gained by having the drawing supervisor spend his entire day hurrying from room to room, to look upon work that, in the main, and though no fault of his, continues to be unsatisfactory, and to give to the teachers individually something we usually are not prepared to assimilate ourselves, much less to put before our pupils in the manner desired by our supervisor? Something, of course, is gained; but is it commensurate with the general desire for efficiency and progress?

Realizing the importance of this elementary teaching, the supervisor will give it to his teachers just as he expects their pupils to receive it.

There is an immense amount of daily preparation for such teachers' classes—actual art work—that each efficient art director finds absolutely necessary, under present conditions, and for which he needs extra time. If he is to be expected to get the principles of the elements of art underlying the whole course before the teachers as they need to receive them, for art is not to be taught off-hand to the uninitiated, as so many of us freely acknowledge ourselves to be. While the drawing supervisor must be, in very truth, a seer, the cause demands that he be something more; he must be an energetic trail-breaker, or we shall have no faith in his vision.

I feel sure that the right movement forward and upward has been begun here in our city schools by providing needed instruction for teachers desiring it; and I am confident the time will soon come when our present supervisor will be given a large amount of freedom to use his valuable training for work is of far more importance to our schools, than class room supervision of drawing.

TEACHER TRAINING COURSES: (a) INDUSTRIAL CLASSES, (b) MANUAL TRAINING CLASSES—(EXTRACTS).

Ira S. Griffith, Columbia.

The chairman of the round table has suggested that the present speaker confine his remarks to the "bread and butter aspect" of the subject under discussion, basing his remarks upon the demands of state and national grants for vocational and manual training as they relate to teacher training and qualification. This we shall try to do.

1. **National Requirements.** So far as strictly legal requirements are concerned, we may quickly dismiss the subject of certification and training of teachers of manual training and industrial education. The national government has passed no legislation as yet.

However, there is pending before congress a bill known as the Smith-Hughes bill which, if passed, will have a bearing upon this subject. We may well examine its provisions as to this phase of our subject for they probably represent the attitude the national government will eventually

take in the matter. (See Smith-Hughes Bill.) * * * The point to be noted is that the several states are to make provision for teacher training and certification; that the national government reserves the right to pass upon such provisions to see whether they meet restrictions as laid down in the Smith-Hughes bill before granting national aid.

II. State Requirements. Seven states provide state aid for vocational education. In all of these, so far as we know, teacher training and certification is left to the judgment of the state board or state officer in charge of vocational education. Comparatively little has been done in these states toward adequate training and certification of teachers of vocational subjects. In fact, no state has made legal provisions. California attempted to do so this last year and succeeded in getting favorable action by the legislature only to have it vetoed by the governor on the ground that the state was not ready for the increased financial burden which would be occasioned.

III. Massachusetts a Type. There is not a little "literature" on how teacher training and certification should be done; there is little to be found on how it has been or is being done through suitable legal provision. Massachusetts actively seems to be typical of what most of the states would like to do. (See Massachusetts Bulletin of the State Board of Education, 1915, No. 6) * * *

Manual training fares little better than vocational training so far as certification is concerned. The normal schools and universities are providing, or making an effort to provide teacher training. As in vocational education, most states provide for certification through a modified academic form of certificate.

IV. In Conclusion. I can do no better than to quote you some extracts from Prof. Bennett's Summary of the Discussion on Training of Teachers at the Richmond, Va., Conference. "It is apparant that we are all agreed that one cannot teach what he does not know; that one cannot know except through practical experience. The further demand has had much emphasis that we need not only practical experience, but professional preparation in such a degree as may be possible; that the teacher must have learned something about teaching, as well as the mechanic about his craft.

V. Postscript. Granting every condition mentioned so far is favorable I cannot close without leaving with you two difficulties, the solution of which may seriously modify conclusions otherwise seemingly valid.

The first is presented through a quotation from Dr. Prosser, now of Minneapolis. "We have at the office of the National Society a list of men who wish positions. Instructors have hopefully filled out the blanks sent them. Then, at stated intervals, come letters from superintendents who wish to get a first-class teacher of machine shop practice, or pattern making, and are willing to pay a salary of \$90.00 a month. These men must be taught to realize the fact that while the regular teacher can earn his living in but one field there are two fields open to the teacher of a trade; that the latter is under no necessity of becoming a teacher. * * *

To present the second I quote from a report of a Wisconsin committee Bulletin No. 11, Wisconsin State Board of Industrial Education, pp. 331. (Cf.) "The average teacher employed in a Wisconsin Continuation School teaches both shop and academic subjects. He has permit boys, all day continuation boys, apprenticeship boys and also the essentially different class attending evening schools. It is possible also that he has to teach the regular manual training school work--the aims of which differ."

DEPARTMENT OF CLASSICS.

Chairman, F. C. Shaw, Kansas City.

Vice-Chairman, Miss Jennie Green, Kirksville.

Secretary-Treasurer, Miss Dingle Rucker, Moberly.

The Department of Classics of the Missouri State Teachers' Association met in the Central High School, Kansas City, Friday morning, November 5, at nine o'clock, Mr. F. C. Shaw in the chair. In the absence of the secretary Miss Katherine Morgan was appointed secretary pro tem.

The minutes of the previous meeting were read and approved.

A letter of resignation from the secretary was read. It was moved, seconded and carried that the resignation be accepted and that a letter of congratulations be sent to the former secretary.

The chair appointed the following nominating committee: C. E. Vance, Kansas City; Norman Freudenberger, Springfield, and Miss Haggard of Mexico.

Over one hundred were in attendance and an excellent program, both instructive and delightful, was rendered, so that the session may well be remembered as one of the most successful in the history of the department.

The first number was an illustrated lecture by Professor Walter Miller of Columbia, on "Olympia and Olympia Games." Professor Miller emphasized the Olympic Games as an interpretation of the life of the Greek people.

The second lecture was given by Professor S. A. Jeffers, Fayette, on the subject, "How to Measure Our Effectiveness as Teachers of Latin and Greek." He urged us to keep in mind that the chief aim of Latin study is not language training, literary appreciation or historical information, but that Latin itself is our goal; first its translation, then the feeling that adequate translation is impossible.

The absence in the East of Professor Homer Ebright, Baker University, Baldwin, Kansas, deprived us of his talk on "Methods in Greek."

The program ended with an informal discussion of points suggested by the lectures; also of the possibilities of the Direct Method and of the introduction of Latin in the grades.

On recommendation of the nominating committee the following officers were elected for the ensuing year: Professor Walter Miller, Columbia, chairman; Professor S. A. Jeffers, Fayette, vice-chairman; Mrs. Gertrude F. Liggett, Kansas City, secretary. The meeting adjourned at 12:30.

F. C. SHAW, Chairman, Kansas City.

KATHERINE R. MORGAN, Secretary Pro Tem, Kansas City.

THE TEST OF EFFECTIVENESS IN THE TEACHING OF LATIN AND GREEK (ABSTRACT).

Professor Samuel A. Jeffers, Central College, Fayette.

Any inquiry concerning the effectiveness of the teaching of Latin and Greek raises at once the question: At what are we aiming in our teaching of these subjects? And as those who have had experience know it is not easy to single out any one as the chief aim when a considerable number are so vital to the effective teaching of these subjects.

Do we aim at the imparting of general discipline? Yes. There is in our schools no subject, I think, which has in equal degree the range of possibilities for awakening and exercising and invigorating the mind so thoroughly and in so many directions as well taught Latin. (It will be understood that what is said of Latin applies to Greek as well).

Do we aim at general language training? Yes. The study of Latin furnishes, almost by common consent of those who know, a language training which can not be had so effectively in any other way.

Do we aim at general training in literary interpretation? Yes. And I believe that here the value of the careful reading and interpretation of classical authors is unique. Professor Shorey in his "The Case for the Classics" says: "But it is impossible to claim too much for them (the classics), as a discipline in the all important art of interpreting the expressed thought of others. There is no other exercise available for educational purposes that can be compared in this respect with the daily graduated critical class room translation and interpretation of classical texts."

Do we aim at the imparting of historical knowledge of the Greeks and Romans and in general at the interpreting for our age of the life and ideals of the classic nations? Yes. This, too, is an important object of our efforts.

But notwithstanding the reasons which may be brought forward to show the importance of any or all of these aims there is another goal toward which we should strive, laying aside every weight and the sin of over-absorption in lesser aims—a sin which doth so easily beset us. This aim, which should be our supreme endeavor is the teaching of our pupils to read Latin and to appreciate it as Latin. Let us keep before ourselves and our pupils this aim as the highest object of our teaching, and let us assure them that, having gained in reasonable measure the power to read, all these other good things shall be added unto them. We should courageously declare, what I believe to be true, that the classical authors are abundantly worth reading, and that they repay all the time and effort that it requires to read them in the original. We should give our pupils all else that we can, but we should bend every effort toward gaining the power to read; and by reading I mean the oral reading of the passages with proper phrasing and emphasis, and the grasping of the meaning of sentences in the original without translation, together with some real appreciation of the choice and order of words and connectives and of other factors which make language effective. And I doubt whether very much appreciation of Latin as Latin can ever be gained unless it is built up on oral reading as the foundation. This reading should be the reading of prepared passages, rather than the pronouncing of new Latin.

As pupils find themselves gaining in power to read they begin to feel that they are accomplishing something, and consciousness of progress is always a stimulus to further effort. And above all we must make pupils feel that Latin is interesting if we hope to hold them. We used to have requirements, but conditions have changed and the place that Latin is to have in American education now depends almost wholly upon the interest in it which we awaken in our pupils. What does all the discussion that we have had about the direct method mean except that teachers are seeing that they must as early as possible arouse in pupils a living interest in Latin itself. The advocates of the direct method are right in insisting that Latin should be learned not through the eye alone, but that the voice and hearing also must be brought into use. I believe that we teachers first of all should practice reading aloud the authors we teach until we thoroughly enjoy it and can truthfully say that we not only understand, but feel, and in the best sense appreciate the choice passages we read. And when once we ourselves feel that the thought and emotion of the Latin passage are so fittingly expressed in the original that something is lost, even in the most perfect translation, and when we ourselves are able through oral reading to bring out something of this thought and feeling, then we may expect our pupils to become interested in reading.

If, then, power to read and appreciate the language and literature is the supreme end of our efforts I should say that the effectiveness of our teaching

ought to be measured by the results we gain in this direction. We may and we should teach much by the way, but our work must be judged in the end, be we teachers in the high school or college, by whether we did our part in teaching our pupils, not only to inflect, to parse, to translate, to explain mythological allusions, but most of all to read and to enjoy.

DEPARTMENT OF COMMERCIAL TRAINING.

Chairman, Robert A. Grant, St. Louis.

Secretary, Paul S. Lomax, Columbia.

November 5, New Central High School, Room 206, Kansas City.

The meeting was called to order by our chairman, Mr. Grant, who explained at length how the organization came about. Chief credit for the organization he gave to the initiative of Mr. Milan B. Wallace, Director Department of Business Training, Central High School, St. Joseph. "We today are making history in the commercial interests of this state" was one of the most significant statements made by Mr. Grant.

Following the introductory statements of our chairman the program was rendered as follows:

1. "The Status of Commercial Education in Missouri." (a) From the High School Viewpoint, F. J. Kirker, Central High School, Kansas City. (b) From the Normal School Viewpoint, Mark Burrows, Kirksville Normal School. (c) From the University Viewpoint, Dr. H. J. Davenport, University of Missouri.

2. "Commercial Training under State Supervision," O. C. Schorer, Cleveland High School, St. Louis.

3. "College Entrance Credits for Commercial Subjects," Arthur H. Dahne, Soldan High School, St. Louis.

4. "The Collection and Use of the Materials of Commerce as an Aid in Teaching Commercial Geography," Milan B. Wallace, Central High School, St. Joseph.

5. "Speed and Accuracy Tests as a Basis of Promotion Throughout the Shorthand and Typewriting Course," Miss Grace Borland, Westport High School, Kansas City.

6. "Modern Tendencies in Bookkeeping and Accounting Instruction," J. O. McKinsey, McKinley High School, St. Louis.

Owing to a fatal accident which happened to one of his teaching colleagues Mr. Burrows was unable to be present at the meeting. All other persons on the program were present and gave papers which had been carefully worked out. These people set an exceptionally high pace for future programs of the department and much credit is due them.

Following the program a business session was held.

(1) It was moved and seconded that a committee be appointed by the chairman to make a survey of commercial education in Missouri with the purpose of learning the actual existing conditions with reference to the varied courses of study being used, the character of the subject-matter of these courses, and the general qualifications and work of the commercial teachers themselves. Then, in the light of knowledge of actual existing conditions, it will be the further duty of the committee to define the fore-

most problems as they see them, and to outline possible solutions. Thus it is hoped that the work of the committee will enable the department to set its efforts upon a constructive program in the interests of commercial education in Missouri. Motion carried.

(2) It was moved and seconded that each member of the department be assessed a membership due of 25 cents for the purpose of meeting the incidental expenses of the organization. Motion carried.

(3) The last item of business was the election of officers for the ensuing year. The following selections were made:

Chairman, Robert A. Grant, Yeatman High School, St. Louis.

Secretary, Milan B. Wallace, Central High School, St. Joseph.

ROBERT A. GRANT, Chairman, St. Louis.

PAUL S. LOMAX, Secretary, Columbia.

DEPARTMENT OF ELEMENTARY SCHOOLS.

Chairman, A. C. Gwinn, Trenton.

Secretary, Mrs. M. Kennedy, Peirce City.

Meeting called to order, Thursday, November 4th, 2 p. m., Northeast High School, Gymnasium. A slight change was made in the program, Mr. George Melcher appearing on Friday instead of Thursday, and Mr. O. G. Sanford appearing on Thursday instead of Friday.

The following nominating committee was appointed by the chairman, Jas. N. Hanthorn, Lee's Summit, E. T. Alexander, Slater and C. F. Daugherty, Bethany.

The first speaker, Dr. W. W. Charters, very ably discussed "The testing of results in the elementary schools." An excellent paper on "Differentiation in the Seventh and Eighth Grades" was given by Mr. W. C. Reavis, St. Louis. A most interesting and helpful paper on "Minimum Essentials in U. S. History," was given by Supt. O. G. Sanford, Palmyra, after which the meeting adjourned.

Friday, Nov. 5, 1915, 9 a. m.

Meeting called to order.

Dr. J. L. Meriam, Columbia, read a very helpful paper on "What to Read in Grades Five, Six, Seven and Eight." An excellent paper on "Language and Grammar," was given by Prin. T. E. Spencer, St. Louis. Mr. George Melcher, Kansas City, very ably discussed "Standards, Aims and Subject-matter in Arithmetic."

The nominating committee reported the following officers for the year 1916, who were elected: Chairman, C. H. Hitchborn, Slater; Secretary, Miss Cozette Groves, Lee's Summit.

No further business appearing the meeting adjourned.

A. C. GWINN, Chairman, Trenton.

Mrs. Maude Kennedy, Secretary, Peirce City.

STANDARDS, AIMS AND SUBJECT MATTER IN ARITHMETIC.

George Melcher, Kansas City.

Aims: The aim and purpose of arithmetic work very largely determines the nature of the subject matter and greatly influences the standards in that work. Arithmetic work is wonderfully influenced by tradition. What

has been taught in the past influences and in some cases absolutely controls what we teach today.

No topic in Arithmetic is worth while unless it meets some present need of the child or prepares the child to meet some future need. That is, arithmetic must function in either the present or the future life of the child. Is this principle sound? If so, much of the subject matter of arithmetic may be omitted—such topics as cube root, square root equation of payments, complicated common fractions, abstruse and unusual problems in stocks and bonds, exchange, compound interest, various methods of counting interest, etc. At one time the disciplinary value of these topics was considered so great that both you and I were taught these valueless problems. We learned to compute partial payments by the Connecticut Rule, the Vermont Rule and the New Hampshire Rule. While these mere state rules have been eliminated from our texts on arithmetic, there still remains much useless material.

What knowledge of arithmetic is needed by the ordinary citizen? The fundamental operations, very simple common fractions and decimal fractions, a few of the most common denominate numbers, and easy percentage forms.

Many topics and problems that should be eliminated still remain in our arithmetics. Too much of the work looks back to the 19th century instead of forward to the 20th century. The tendency of the teachers is to teach as they were taught, and the fascination of certain old types of problems holds many obsolete topics in our courses. Although both modern functional psychology and common sense have declared against the theory of formal discipline, yet many problems and topics are held in our arithmetic courses because of their disciplinary value. Problems that relate to every day life and that are practical have just as high disciplinary as the problems unrelated to the practical affairs, hence it will be more economical to choose the practical problems.

Doubtless in the past there has been a tendency in arithmetic to teach too many topics and too many kinds of operations. We are beginning to realize that a knowledge of any operation in arithmetic is practically worthless unless the pupils acquire sufficient skill to perform all computations with accuracy. Business men complain that our public school pupils are very inaccurate in their handling of numbers.

The same complaint is made by teachers in the High School. Ofttimes teachers in the high school claim that the pupils from the grades cannot perform the very simplest operations with fractions with any degree of skill and accuracy. Accuracy should be one of the fundamental aims in arithmetic. Accuracy is largely a habit. In the organization of courses in arithmetic, we are coming to realize that there are at least three distinct divisions of the arithmetic work. Primary grades 1 and 2, intermediate grades 3, 4, 5, and possibly 6, and the grammar grades, or the last two grades of the elementary course. It is not possible to declare one aim for all arithmetic work.

Many will agree that in general the work should be both disciplinary and cultural. However, for each of the three divisions of the work mentioned above, specific aims must be worked out. One of the best of recent books on methods in arithmetic is Brown and Coffman's, "How to Teach Arithmetic." (Row, Peterson & Company, Chicago). These authors have stated the aim of arithmetic in the different grades so clearly that I cannot do better than to quote their statements:

First and Second Grades—"The object of the work of the first and second grades is to aid the pupils to image clearly the objects and groups of objects in proper number relations; to make clear and definite quantitative imagery. This may be accomplished through emphasis upon counting, upon addition and subtraction, upon simple estimates and comparisons; games, rhymes, drawing, construction work, and the like.

Third and Fourth Grades—It is the specific object of the third and fourth school years to make the pupil proficient in addition, subtraction, multiplication, and division with whole numbers and certain fractions, as

a basis for the work that is to follow. Emphasis should be placed upon accuracy and speed in both oral and written work. * * * The pupil's appreciation of quantitative relationships in the life about him should be considerably developed in these grades, through continued use of measurement and estimates, and the study of the simple tables of compound numbers.

Fifth and Sixth Grades—In the fifth and sixth grades the mechanics of the fundamental processes with integers and fractions should be thoroughly mastered. There should also be increased emphasis upon the solution of problems. * * * The use of appropriate checks should become habitual in these grades, and this will do much to increase confidence and to bring pride in accomplishment that is so desirable. Problems in these and all other grades should be, as far as possible, from the pupil's experience. The data of geography, history, science, and manual training may be utilized to a considerable extent. The pupils who pass the age of eleven or twelve without the ability to perform the fundamental operations with facility and a relatively high degree of accuracy is quite likely to be handicapped in these respects throughout life. Teachers of the fifth and sixth grades have a great responsibility upon them, and the pupil's success in arithmetic in the following grades depends to no small degree upon the results that are secured in these grades. Many a child is sent from these grades a cripple in his work in arithmetic.

Seventh and Eighth Grades—It is the purpose of the arithmetic of the seventh and eighth grades to give a mastery of percentage and its modern applications, of mensuration, ratio and proportion, and of square root; to afford a thorough and comprehensive review of the entire subject of arithmetic; and to give the pupil some knowledge of the elements of algebra and geometrical construction. In these grades especially the larger aspects of social, industrial, and economic life should be emphasized. The solution of numerous problems and the application of appropriate checks should be continued, and every effort should be made to develop independence of judgment and confidence in results."

A study of the results that are now secured in Arithmetic, indicate the aims in the various divisions of the work are not clearly understood by teachers. In the primary grades, too much formal work is given, and not enough work with concrete materials, and not enough training in quantitative imagery. In the intermediate grades, the pupils too often fail to acquire skill in the fundamental operations in arithmetic, and in the grammar grades are handicapped because of the lack of skill in the very elements of number work. In general, pupils are woefully inaccurate in computations. Skill and accuracy are habits, and such habits should be acquired in grades 3, 4, and 5. In grades 4 and 5, some skill should also be acquired in handling simple fractions, both common and decimal.

In the grammar grades, a study of a few of the most important applications of arithmetic to social and industrial problems is sufficient. In most arithmetic too many topics are included. A few topics are adequate to give the pupil training in arithmetical applications, and in percentage. The topics most closely related to industries of the community should be chosen. In a few years, we shall probably learn to do the major part of our arithmetic work in grades 3, 4, 5, and 6. The seventh and eighth grades can then be devoted to elementary algebra with a little work in advanced arithmetic. The same skill and knowledge of arithmetic that we secure should be secured with a less expenditure of time on the part of pupils.

At the present time, the Courtis Research Tests in Arithmetic have been used in thousands of class rooms in many cities, and standards in both speed and accuracy in the fundamental operations in arithmetic have been established. Those interested in these tests and standards should write to Mr. S. A. Courtis, 82 Elliot Street, Detroit, Michigan.

MISSOURI SOCIETY OF TEACHERS OF ENGLISH AND MODERN LANGUAGES.

President, Roy Ivan Johnson, Kansas City.
Secretary, H. McC. Burrowes, Columbia.

English Division.

Chairman, Miss Hazel Kearney, Oregon.
Secretary, Benj. R. Ward, Kansas City.

The English Division met in Room 206 Northeast High School, Thursday afternoon, Nov. 4, 1915.

The Division was called to order by Miss Hazel Kearney and after several announcements voted to hear a short talk by a representative of the Victrola Company on Shakespearian records and their place in education.

Prof. E. M. Hopkins spoke first and told us of what Kansas is doing toward uniformity in English teaching.

Dr. J. F. Hosic spoke next and told of the conditions which have been developed in Illinois and especially in the Chicago schools.

Dr. W. W. Charters discussed how uniformity of essentials may be secured. He suggested finding out by observation and tabulation the errors most commonly made and then teaching fewer things and adapting them to correct these common errors.

Mr. Chas. S. Foster gave an account of what has been done to secure uniformity in the courses of study in the Kansas City schools.

Dr. H. M. Belden discussed the shortcomings of students who go from Missouri high schools to the University.

Prof. V. C. Coulter, of Warrensburg, was elected delegate to the meeting of the National Council of English Teachers which will meet in Chicago in December.

The officers elected for next year are: Roy Ivan Johnson, Kansas City; Secretary Miss Amanda Beaumont, St. Joseph.

Romance Division.

Vice-President, F. L. Phillips, Kansas City.
Secretary, Paul R. Blanchet, St. Louis.

Nov. 4, 2 P. M.

The meeting of the Romance Division was opened by a Spanish song, "Para que Sepas Lo Que Es Amor," by Miss Margaret King, of Kansas City.

Prof. T. A. F. Appleblom then read a very interesting paper, discussing Modern Language Teaching in the Secondary Schools of Europe and making some comparisons with the work in this country.

The question, Resolved that we should use the Direct Method in teaching Modern Languages in our High Schools was ably discussed and many points of interest and value were brought out by both Principal Charles Collins, St. Louis, and Prof. Mark Skidmore, of University of Kansas.

A very fine paper on one of our Modern French Authors was presented by Prof. Eugenie Galloo, of the University of Kansas, who discussed Henri

de Bormier in *La Fille de Roland*, a work which stands for wholesomeness in literature.

The following officers were elected for 1916: Vice-President, Prin. Charles Collins, St. Louis; Secretary, Prof. J. Warshaw, Columbia.

Meeting adjourned.

German Division.

Vice-President, J. H. Beckman, Kansas City.

Secretary, Miss Olga Mueller, St. Joseph.

The meeting was called to order at 10 a. m., Nov. 5th, in the New Central High School.

Professor Hoffman being absent the second paper was read: "What should be the nature of the reading material for the different years," by Miss Anna G. Harris, Warrensburg Normal School.

The next paper given was, "Deutsche Phonetik," by Professor B. F. Hoffman, University of Missouri.

Mr. Wm. Buck, of Rolla, read a paper on "The Control of Interest in Elementary German."

The last paper read was "Etwas Ueber Die Schulen Deutschlands," by Miss Gertrude von Unwerth, Northeast High School, Kansas City.

The attendance at the division was exceptionally large, and the papers contained many excellent, practical suggestions to the teachers of German. Many remained after the meeting to listen to Prof. Hoffman's inspiring talk to teachers.

The following officers were elected for next year: Vice-President, Dr. Alfred E. Nolle, Columbia; Secretary, Miss Gertrude von Unwerth, Kansas City.

General Meeting.

The general meeting was called to order at New Central High School at 9:30 a. m., November 5th, by President Johnson.

The minutes of the preceding meeting were read and approved. The treasurer's report was presented and approved.

Then followed a discussion of the advisability of abandoning the present organization.

Mr. Swinehart moved, (Mr. Foster seconding), that the English division be permitted to withdraw and form a separate organization. The motion was carried—ayes 37, noes 3.

Mr. Foote moved (? seconding) that the vice-presidents of the various sections be empowered to appoint committees for the preparation of constitutions for their respective divisions. Carried.

It was moved and seconded that after the present expenses had been paid, the balance on hand in the treasury should be equally divided among the English, the German, and the Romance divisions. Carried.

The following officers for 1916 were elected for the Missouri Society of Teachers of English, which was admitted by the Executive Committee as a separate department on November 6, 1915: President, Roy Ivan Johnson, Kansas City; Secretary, Miss Amanda Beaumont, St. Joseph.

The meeting adjourned.

H. McC. BURROWES, General Secretary, Columbia.

BENJ. R. WARD, Sec. English Division, Kansas City.

F. L. PHILLIPS, Acting Sec. and Vice-Pres. Romance Division, Kansas City.

OLGA MUELLER, Sec. German Division, St. Joseph.

WHAT SHOULD BE THE NATURE OF THE READING MATERIAL FOR
THE DIFFERENT YEARS OF THE HIGH SCHOOL
COURSE IN GERMAN?

Miss Anna G. Harris, Warrensburg.

Much thought and attention should be given by the teacher to the selection of reading material for the high school course in German, since through their reading more than any other way, our students come to have a knowledge and understanding of the country and life of the people whose language they study.

The difficulties in arranging such a course are very great because so much must be taken into consideration. The year in which the work is begun, the age, maturity and preparation of the class all help to determine the nature of the reading material. No hard and fast rules can be laid down, for each individual teacher must adapt the reading material to the needs of his pupils.

The element of interest must be an important factor in the selection of reading material. This term is only relative, of course, for stories and plays very interesting in themselves, witty and cleverly written may be very dull and uninteresting to the class because too mature in thought or so difficult in construction that the mind of the student is so occupied in getting the meaning from the maze of forms that the pleasure of reading and the literary merits of the work are utterly beyond him. Often too difficult reading is given to an immature elementary class because the teacher is so ambitious for his students to advance that it is hard for him to get their view point, or realize their difficulties. On the other hand, material simple enough in construction may be too simple in subject matter to appeal to the average high school class.

Another important factor in the selection of reading material is length. First readings should be very short. If kept day after day on the same selection, the pupil must of necessity become weary and discouraged and feel that he is making no progress.

Suitable reading material, varying with the pupils' advancement does much to stimulate interest and arouse enthusiasm.

The element of variety also should not be neglected. Variety in subject matter, style and vocabulary tends to broaden the vision of the student and to give him well rounded knowledge and greater appreciation of the language whose literature he studies.

The first year such books as Gronow's *Jung Deutschland*, Mueller and Wenckebach's *Glück Auf*, Seeligmann's *Altes and Neues*, Volkmann's *Kleine Geschichten*, Guerber's *Märchen und Erzählungen* are very suitable.

The second year stories by Hauff, Gerstäcket, Seidel, Wildenbruch, Zschokke, Storm, may be profitably read. The short play has also an important place during this year.

The third and fourth years longer selections should be given and much sight and supplementary reading done. The simpler dramas of Schiller, Goethe, and Lessing, some of the works of Sudermann, Heine, Heyse, Freytag and Meyer, also the shorter poems of Schiller, Goethe, Heine, Uhland, Hoffmann, and Hauff, furnish an abundance of material.

German newspapers and magazines may be used to advantage during these years.

GERMAN PHONETICS.

Prof. B. F. Hoffman, University of Missouri.

Modern German is an artificial language, and has long lacked that unity and consistency of pronunciation and form, which usage and scholarship will eventually create. It is a false assumption that the present multiform dialects of Germany are the corruptions and degeneracies of

New High German, but the reverse is partially true, that dialect has made its contributions to the written language; they have brought to the established speech local coloring and provincialisms of some sort disturbing seriously uniformity of pronunciation. Originally there was only this one law to guide the writer and speaker: "Speak as you write and write as you speak," and in no two provinces of all Germany did they speak alike.

It is not the purpose of this paper to trace the conflicts in the various movements in the direction of uniform pronunciation in Germany, the fact is known that they have long struggled with the problem there.

In order to mark all occurring sounds in any language alike, a general phonological alphabet was proposed long ago by scholars like Sweet, Ellis, Lepsius, Max Mueller, Louis Bonaparte and the physiologist, Bruecke. However these diverge enormously in their conception of sounds, since Sweet's system designates 125 different sounds while that of Bonaparte presents 390. For further reference let us mention here the work of Lepsius, "Standard Alphabet" (Berlin, 1863); Markel, "Physiology of Human Speech" (Leipzig, 1866); Bruecke, "Fundamentals of the Physiology of Speechsounds," (Berlin, 1876). The domain of phonetics is sound history and sound physiology. The latter occupies itself with the organs of speech and the laws for the creation of speech sounds. The combined labors of physiologists like Bruecke, Helmholtz and Merkel, investigating the organs of speech, and linguists like Ellis, Sweet, Sievers and Vietor, investigating sound relations, have created much interest in phonetics and have thrown much light on the significance of greater uniformity in the enunciation of the spoken word. Not all provincial prejudice has as yet been overcome in Germany, however, nor yet what is even harder to correct, the indelible inheritance of sound usage and dialect heard through centuries of time. When one asked where is German correctly spoken? Prussia, Hannover, Bavaria, Saxony and a score of principalities answered in chorus, "It is with us!"—and they all believed they were right, though all pronouncing their common language differently.

The wide-awake schoolmen and the more intelligent actors believed in reform—in harmonizing differences. Let us draw a veil over the struggle it cost to bring about such a reform, but a tacit understanding was finally reached that the stage pronunciation should be accepted as correct. But was it consistent and correct? It became more and more evident that no scientific settlement of the question had been reached. It was still possible, when Schiller's play "Die Raeuber" was presented for father Moor to speak in a sonorous Hannoverian accent, his son Karl in brusk Saxon, and his son Franz in a choppy Bavarian. Therefore, in September, 1897, when the 44th session of German philologists and schoolmen was held in Dresden, the matter of pronunciation was again made the principal theme for discussion, and the following resolution was unanimously adopted:

"The German stage pronunciation used in serious dramas is accepted as norm for German pronunciation. It is, however, in the domain of German speech not universally the same, and from a scientific point of view is not in every respect acceptable.

Therefore it is desirable for orthoepic reasons, that for stage and school purposes harmonizing regulations be agreed upon. This is however also important because sometime improvements in orthography will have to rest upon it. Above all it is necessary:

1. To harmonize the differences in pronunciation between individual theaters of upper, middle and lower German language domain, be it according to the standard of speech of the educated, or according to historic or esthetic points of view.

2. To abolish the differences in the pronunciation of individual sounds which are formed only arbitrarily according to standard orthography, and which are rejected under scientific scrutiny.

The Germanic section of the 44th convention of philologists and schoolmen in session in Dresden would joyfully welcome it, if the German Stage

Union were ready to unite with Germanistic Science in common effort for this national work."

To meet the desire herein expressed by the Germanists, the president of the German Stage Union appointed the following committee on October 17, of the same year, to confer with a like committee of Germanists in regard to this matter: Count von Hochberg (Berlin), Herr Claar (Frankfurt), Freiherr v. Ledebur (Schwerin), Baron v. Putlitz (Stuttg.), Herr Staegemann (Leipz.), Dr. Tempelvey (Koburg).

The committee of Germanists consisted among others of Dr. Edward Sievers (Leipz.), Dr. Vietor (Marburg), Dr. Seemueller (Innsbruck), Dr. Luick (Graz).

It should be understood that the object of this committee was not to create new rules for German pronunciation, but to establish uniformity in certain cases, so that the schools at home and abroad might have definite information to give to students and learners. If the German schools should attempt uniformity among themselves, it would not suffice to consider science alone, but art as well. If the schools disregarded stage art in this respect, they would find themselves at variance with the educated public, who follow the latter rather than the former in the pronunciation of their language. The significance of stage accuracy is nothing new, Goethe said to his players in Weimar, 1803:

"Wenn mitten in einer tragischen Rede sich ein Provinzialismus eindraengt, so wird die schoenste Dichtung verunstalt und das Gehoer des Zuschauers beleidigt. Daher ist das erste und notwendigste fuer den sich bildenden Schauspieler, dass er sich von allen Fehlern des Dialekts befreie und eine vollstaendig reine Aussprache zu erlangen suche. Kein Provinzialismus taugt auf die Buehne. Dort herrsche nur die reine deutsche Mundart, wie sie durch Geschmack, Kunst und Wissenschaft ausgebildet und verfeinert worden!"

It may on first impression seem strange that even German scholars should want to recognize the stage as the teacher of pure German. However they do not do that exactly, but they do recognize it as a very formidable ally in the matter, since the public speaker and stage-artist leave their impress indelibly on both teacher and public. And further, the effect of the spoken language of the stage is probably far more universal than that of the schools, which is necessarily more or less provincial.

Are we now nearer a scientific solution of the question than before? Linguists have added more recently light and information to what already existed. Here the work of G. H. V. Meyer "Unsere Sprachwerkzeuge" (Leipz. 1880), may be referred to; also Techmer "Phonetik" (Leipz. 1880); Trautmann "Die Sprachlaute" (Leipz. 1884); Vietor "Elemente de Phonetik" (Heilbr. 1887); Vietor "Aussprachewoerterbuch"; Bremer "Deutsche Phonetik" (Leipz. 1893); Sievers "Grundzuege der Phonetik" (Leipz. 1894), etc.

Vietor has reduced phonetics to a system which is generally followed today by schoolmen in Germany and elsewhere. It may not be the final word—no doubt is not—it may be subject to many changes. Does it meet the needs of American schools? Our needs in the matter will be met by what is sane and scientific. We need not enter into any of the prejudices and bickerings common in German states. Our German is acquired. We want the purest and best pronunciation obtainable, and may be able even to sit in competent judgment on some things, just because we are unbiased in our views. But we also want uniformity in this country, and there are no good reasons why we should not have it soon.

How we shall obtain the purest, best in German pronunciation may be answered variously. Some may say, give us native Germans as teachers of this language. This may miss the mark wholly, since even the educated German may come to us with peculiarities of speech inborn, instilled that the efforts of a lifetime may not efface. We know that an instructor will teach more by what he does and says than by all the laws of scientific principles that he tries to impart.

Others may say, give us American teachers who have been trained in Germany. But this may be just as objectionable for similar reasons; it would depend much upon the fact in what locality of Germany and under whose tutelage they had been trained. However it is reasonable to demand that the teacher, whoever he may be, and wherever trained, should know what is generally accepted as best; and be able not only to imitate the sounds correctly, but to use them naturally. Again, what is best should be the same everywhere; therefore uniformity in pronunciation should be the aim of all teachers. What is a learner to do when one teacher tells him to pronounce the word for day Tag; the next tells him to say Tak; and the third wants him to call it Tach. When one says to him guten Morgen! another, guten Morken! and the third, guten Moryen! The learner has a right to better treatment than that.

We shall all readily agree that phonology should be stressed more in our teaching of German, but on how to do it, we may not all agree. The employment of phonetic symbols as a means to this end, and when it would be best to make use of them, is still an experiment. If it were possible to obliterate the printed and written characters which we have for the student, it would be an easy matter to recreate for him given sounds by phonetic symbols. It seems highly desirable that the learner should acquire knowledge of these symbols to aid his conception of proper sounds. If so, it seems further, that it should be done as soon as possible; i. e. we should begin with it. This however involves great difficulties, since the learner is thus compelled to learn a double alphabet, and one seems hard enough in the given time.

But no matter whether we begin to teach phonetic symbols in the first, second or third semester of a student's study of German, we should begin to teach correct pronunciation with the first word taught; and this pronunciation should be uniform in all American schools, and therefore in all the schools of Missouri. Why not have the teachers of German in Missouri take the lead in this matter, adopt a uniform pronunciation under the most authentic light we have and lead the schools of this whole country on to sane and scientific methods in the way of acquiring the pronunciation of a foreign language.

THE CONTROL OF INTEREST IN ELEMENTARY GERMAN.

Wm. Buck, School of Mines, Rolla.

In Kehr's *Praxis der Volksschule*, the following quotation is introduced: *Einsicht gebietet Interesse*—Insight begets interest. A somewhat parallel quotation from Herbert reads like this: *Interesse gebietet Interesse*—Interest begets interest. Interest is of vital importance in any teaching. The source of interest is the teacher. The teacher must show that he is with heart and soul in the subject. This requires a teacher who has a clear and well defined insight into what he wants, has his subject well thought through, and so arranged, that one part follows naturally upon the other.

As a result of interest we have attention. Through concentrated attention comes insight, and insight begets interest in so much, as that the dormant curiosity of the student of wanting to know is aroused.

The awakened interest is to be controlled, governed or directed. The word control in this case would be fittingly synonymous with direct. The idea is not to check or repress the awakened interest, but rather direct it properly. The teacher should strive to have the interest of his students in the hearing, speaking, seeing and writing of a language. In order to do this, he must studiously strive to discover in himself the knack that he has to make his teaching process such a one, that no energy is uselessly

expended. That during the period of instruction, the student is entirely taken up with the lesson in hand.

In the teaching of German, the ear, mouth, and eyes are important mediums. It is through these organs of sense, that the language feeling is established in the pupil. Hence the physical organs are to be guided, directed and trained, so as to obtain the proper language—perception and feeling. This guidance is principally by imitation. The pupil imitates the teacher. The teacher must be able to show, that in order to produce linguistic sounds, the tongue, teeth, lips, and mouth position, decide the production of certain sounds. This phase of language work deals with phonetics. Hand in hand with the voice go the ears and eyes. Both must be guided and controlled. The organs of speech must be trained to produce the correct sounds, and a proper understanding of phonetic principles, aids both teacher and student.

Hearing: By means of the so called "Direct Method" of teaching modern languages, the organs of speech of the pupil are brought immediately into action. The ear hears the actual sounds of the language. The teacher should not forget to encourage the student to listen when he (the student) tries to utter the sounds himself. This intensifies the desire for correctness, and trains the student to distinguish between right and wrong sounds. The teacher must articulate and pronounce the words and sentences slowly, distinctly, and correctly, so that the pupil may hear the language sounds correctly. Do not tire of correcting, do not become discouraged, have patience, stick to it, keep up the work!

Next in order comes the speaking of a language. Hearing and speaking go together. I presuppose that the teacher of German should be either a German or of German descent, or have studied the language to such an extent, as to be able to speak the language, as it should be, with the natural inflection, pronunciation, and accentuation. The student should have the living model before him, "*Exempla magnam vim habent.*" Examples have great power.

"Das echte Vorbild ist und bleibt der Lehrer."

According to "Rausch's Lauttafeln fuer den Sprachunterricht," certain physiological positions of the sound productive organs are at the basis of speaking any language. I would suggest that the teacher inform himself thoroughly on phonetics and use it as a basis. Use the language in as many ways and forms as possible, the more, the better. Always correct mistakes in pronunciation and mouth position. Insist upon, that the vowels and consonants are brought out strong and clear. Repeat the same until right.

In the teaching of reading it is advisable to have the student read and pronounce as early as possible, the words and sentences used in the speaking and pronouncing exercises. Besides learning how to read print, the student should also know how to read and write German script. Also, he should know how to write German in English script.

If "Aufsatz or Uebungshefte" are used for dictation, language exercise, composition or any written work, the teacher should decide upon one definite plan.

"Schmutzige and schmiergie Aufsatzhefte predigen des Lehrers Schande."

MISSOURI FOLK-LORE SOCIETY.

President, Miss Mary A. Owen, St. Joseph.
Secretary, H. M. Belden, Columbia.
Treasurer, C. H. Williams, Columbia.

The society held its ninth annual meeting as a department of the State Teachers' Association, at the Northeast High School, Kansas City, on the afternoon of November 4, 1915.

The meeting was called to order at 2:30, the president in the chair. After reading the minutes of the last meeting, the secretary explained the change of plans by which the society has become a department of the State Teachers' Association, in the hope of securing the co-operation of the teachers of the state.

A nominating committee consisting of Miss Owen and Mr. Williams was appointed.

The following papers were read:

1. **The Scope of the Folk-Lorist**—Miss Owen, St. Joseph. (After the reading of this paper the meeting removed from Room 201, which was not large enough to accommodate those in attendance, to Room 206).

2. **Present-Day Survivals of Ancient Customs**—Miss Leah R. C. Yoffie, Soldan High School, St. Louis.

3. **Some Old Ballads Known in Missouri**—Mrs. Eva W. Case, Manual Training High School, Kansas City. (This paper was illustrated by ballads, sung by students of the Manual Training High School, under the direction of Prof. B. E. Riggs.)

Upon nomination of the committee appointed, the following officers were elected:

President, Miss Mary A. Owen, St. Joseph.

Vice-Presidents, J. L. Lowes, St. Louis; Miss Lucy R. Laws, Columbia; Mrs. Eva W. Case, Kansas City.

Secretary, H. M. Belden, Columbia.

Treasurer, C. H. Williams, Columbia.

Directors, Miss Jennie F. Chase, St. Louis (term expires 1917); Miss Leah R. C. Yoffie, St. Louis (term expires 1918).

The treasurer's report showed \$265.86 on hand at the last meeting (April, 1914); receipts from members and associates for the Missouri Folk-Lore Society, \$18; interest on deposits, \$9.15; expenditures, \$13.80; leaving a balance of \$279.21.

H. M. BELDEN, Secretary, Columbia.

THE SIGNIFICANCE OF FOLK-LORE (ABSTRACT).

Miss Mary Alicia Owen, St. Joseph.

Folk-Lore may be divided into:

1. Superstitious beliefs and practises.
2. Traditional customs.
3. Traditional narratives.
4. Folk sayings.

Superstitious beliefs and practises are almost numberless in Missouri. They comprise those connected with the mountains and the waters, the trees and plants, animals, devils, witches, cures, divination, and magic. There are 'knockers' in the mines of the Ozarks; in the Missouri River lies the great profet catfish; over the waters of Reed's Pond, in Stone County, Quantrell's men nightly renew their battle. Burning apple-wood soothes the grief of mourners; the fall of fruit tree in blossom presages the death of its owner. It is unlucky to transplant parsley, or to bring wild flowers into a house. The scent of bean-flowers summons ghosts. Of the birds, stories gather especially about the woodpecker, who is a magician, bird or man at will; others concern the mythical 'thunderbird,' the partridge, the

bluejay, the owl, the cuckoo, the robin, and the wren. Of the animals—rabbit, bear, antelope, coyote, 'possum, 'coon—there are many stories Uncle Remus has not told. Belief in rubber-devils, wil-o-the-wisps, duppies, and 'hants' in countless variety is common. Conjur-man and voodoo doctor are potent among the colored people, and even among the whites, cattle and people may still be 'overlooked' and butter witcht from the churn, and it is held that certain old people can and do assume the form of hares, cats, or wolves. Popular medicine is largely faded magic; e. g. wearing red strings around the wrists to ward off contagion or carrying a buckeye in the pocket to absorb rheumatism. Divination is still practiced, not only by profest and professional clairvoyants, but in our Hallowe'en games and in the interpretation of innumerable 'signs,' including weather prognostications.

Traditional customs include festival customs, ceremonial customs, games, and local customs. Christmas observances alone would fill a book, and Easter legends and Shrove Tuesday customs are scarcely less fascinating. Weddings abound in traditional observances that may be studied in the marriage ceremonies of the different stocks—of early or of late importation—that make up our population. (Cf. W. G. Bek in *Journ. of Amer. Folk-Lore* XXI 60ff.) Funerals are less marked by curious customs, except among the Gypsies (who shoot off guns to scare away devils that might steal the soul of the unburied) and recent immigrants.

Traditional narratives include Indian legends, traditions of the old French and Spanish regimes, folk tales, and ballads. The folk lyric, too, both secular and religious, belongs to folk-lore; likewise the rimed recipe and bill of fare. (Why doesn't some one compile a folk cook book?) Impromptu composition is not unknown; one 'hired hand's' song, called by the colored people 'Miss Kitty' and by white folk 'Solemn Sam,' has new stanzas every time it is sung.

Folk sayings—proverbs and the like—are the final distillation of the garnered experiences and observations of humanity. Solomon, the great folk-lorist of three thousand years ago, made a collection of them, and succeeding generations have added little except in the mere matter of words. Human nature is almost true to type. The general average of us have been proved to have the same primitive impulses and beliefs, with outlets, perhaps, in somewhat different channels, that our forbears had. No matter what sort of clothes we wear, we are, after all, just folk.

'Know then thyself, presume not God to scan,

The proper study of mankind is man.'

That you may do so, study FOLK-LORE.

PRESENT DAY SURVIVALS OF ANCIENT CUSTOMS (ABSTRACT).

Miss Leah R. Yoffie, St. Louis.

There is a vast unexplored field in the folk-lore of the immigrants in our large cities, richest of all, perhaps, in that of the orthodox Jews. Their gift for adaptation and their persistense at the same time in retaining their race individuality have made them the miracle of history. The great mass of their traditions and ancient practices is found in connection with burial ceremonies.

Burial is always on the day of death. Embalming and cremation are forbidden because in the final resurrection no part of the body should be missing. A watcher sits by the body until it is borne to the cemetery, where, and not in the synagog or the home, the funeral is held. Flowers, music, processions, funeral orations are all unknown, and the use of ornamented coffins is prohibited. No knots must be made in the thread with which the shroud is sewed. On the way to the grave, the bier is set down on the ground every four feet. The body is buried facing the east (toward Jerusalem), and tombstones front in the same direction. Wailing and loud lamentation are customary among the women relatives. For seven

days thereafter the relatives remain in the house, sitting on the ground or on low stools, mourning. Orthodox Jews cut a slit in their mourning garments as a reminder of the rent garments of mourners in former times. Shoes are removed, as in the synagogue on the Day of Atonement.

Orthodox Jews visit the graves of parents and ask them to intercede with God in behalf of their children. An orphan girl usually goes to her mother's grave just before marriage and invites her spirit to the wedding.

Other customs of folk-lore significance among the Jews are burying or burning the parings of their nails; changing the names of sickly children in order to mislead the angel of death; putting a piece of dough in the fire when they bake bread. It is not considered right for a younger sister to be married before an elder. Among Orthodox Jews of Russia, Poland, and Galicia a bride has her head shaved just before the wedding, and wears a wig the rest of her days. This custom has died out in the United States, tho old women are sometimes seen wearing the wig of wedlock. Tashlik, the ceremony of shaking one's sins into the water, is also becoming extinct in this country, tho one can still see on the Manhattan and Brooklyn bridges in New York and on the Eads bridge at St. Louis (in Kansas City too, no doubt) earnest old men and women shaking the ends of their garments over the water to the accompaniment of prayers, in the belief that they are casting their sins from them. A fowl is still killed before the Day of Atonement as a sin offering, and later eaten to break the fast required on that day. The Paschal lamb is now represented by a burnt lamb bone, or when that is not available by a partly burned chicken bone, on the Passover family table. At the close of the Passover service a curious chant of the house-that-Jack-built type is sung. It begins:

'One kid, one kid, which my father bought for two zuzim.

One kid, one kid,'

And proceeds through a series, culminating thus:

'And the Holy One, blessed be He, came and slew the angel of death, who killed the butcher, who slew the ox, which drank the water, which quencht the fire, which burned the stick, which beat the kid, which my father bought for two zuzim.

One kid, one kid.'

The fact that the name of God is not given, but that he is referred to by one of his attributes—"the Holy One, blessed be He"—is an indication that the chant is of secular origin. Is it merely an adaptation of a nursery rime, put in in order that the children might have a part in the Passover service?

SOME OLD BALLADS KNOWN IN MISSOURI.

Mrs. Eva W. Case, Kansas City.

Mrs. Case said in part:

My remembrances of ballad music date back to the middle eighties. At that time the old ballads were still sung at evening parties. My earliest knowledge came from my mother and aunts, who used to sing them to me in the evening as a means of inducing me to believe that bedtime had come.

The community in which I grew up was essentially Southern. Almost an entire Virginia county had moved at the close of the Civil War to Harrison, one of the northern tier of Missouri counties bordering on Iowa. Everybody knew everybody else. The families intermarried. The whole community was like one big family. This may account for the continuance of customs that might have been abandoned in a stranger district.

Many of the ballads like *Barbara Allen*, *The Brown Girl*, and *The West Countree* were probably brought direct from Virginia into this particular community.

Sally Sailsworth was a North Carolina ballad, sung to me by my great-grandmother, who learned it from her father, who in turn learned it during

his seven years' service in the Revolutionary Army. **The Maid on the Shore** and **The Banks of the Sweet Dundee**, my mother learned from two young Kentuckians who had served in the Confederate Army and had picked up many songs there.

Little Matthy Groves, which is merely Child's **Little Musgrave**, with Lord Barnard changed to Lord Arnold, I learned from a native of the Tennessee mountains under very strange circumstances. **Little Matthy Groves**, with its story of illicit love, is not the kind of song one would sing to a child. This man's daughter was a chum of mine and the father sang the song to us when we were too young to catch the significance of the language. As we grew older he refused to sing it. Then my friend fell very ill. Physicians said there was no hope. I was at the house the morning before she died. The father was almost wild with grief and asked his little daughter repeatedly whether he could not do something for her. The dying child looked up at him and said: 'Yes, daddy. Sing me **Little Matthy Groves**.' The father took me on his knee and, holding his little daughter's hand, sang us the song in a voice choked with tears.

The scene impressed me profoundly. I went to the kitchen, took a sheet of wrapping paper, and wrote out the twenty-nine stanzas of the song while they were fresh in my mind. Last summer I was lamenting that I could no longer recall all the words. My grandmother bade me look in an old chest of drawers, and there I found my sheet of brown paper, just as I had partly written, partly printed it so many years ago.

Several humorous ballads, such as **Old Crumbly Crust**, which I have not been able to place chronologically, and **Our Goodman**, which is to be found in Child, were also sung. **Annie of Roch Royal**, **The Drowsy Sleeper**, **The Merry Golden Tree**, **Lord Randall**, and **The Bailiff's Daughter of Islington** were others of the list. The songs have stayed with me all these years probably because I loved them so much as a child. This summer I got my mother, my grandmother, and my aunt to help me write out all we could remember, and practice on the airs until I was sure of them.

With the assistance of Professor B. E. Riggs, director of music at the Manual Training High School, the music has been transcribed and will be presented by a group of young ladies under his direction. The songs are given just as I remember both words and music. Some are fragmentary, but I have not filled the gaps from any book of ballads, feeling that what you wanted was the ballad just as it had actually been sung in Missouri.

The first group of songs contains three of the very old ballads, **Barbara Allen**, **The Brown Girl**, and **The Two Sisters** or **The West Cowntree**.

These ballads were then sung by Misses Jones, Williams, Miller, Holbrook, Mason, Brueckmann, and Gibson, with Prof. Riggs at the piano. Then two other groups of ballads were rendered, with brief introductions by Mrs. Case: **The Maid on the Shore** and **The Banks of the Sweet Dundee**, and **Sally Sailsword** and **The Nightingale**. The first of these is here printed as a specimen of the romantic balladry of the sea. It has analogs in many languages, especially of Southern Europe.

The Maid on the Shore.

There was a fair damsel all crossed in love
And deeply sunk down in despair, O
And naught could she find to ease her sweet mind,
But to ramble alone on the shore—O shore,
To ramble alone on the shore.

There was a sea-captain who sailed that way
The wind it blew steady, and fair, O
'I shall die, I shall die,' the sea-captain did cry,
'If I don't win that maid on the shore—O shore,
If I don't win that maid on the shore.

'It's I have jewels, I have rings,
It's I have costly ware, O
Oh, it's what will I give to my jolly seamen
If they'll bring me that maid on the shore—O shore,
If they'll bring me that maid on the shore.'

By many persuasions they got her on board,
The captain he set her a chair, O
He invited her down to the cabin below,
Saying, 'fare you well sorrow and care—O care,'
Saying, 'Fare you well sorrow and care.'

'I'll sing you a song if you don't think it wrong.'
The Captain upon her did stare, O
She sung it so sweet, so loud and complete,
She sung captain and seamen to sleep—O sleep,
She sung captain and seamen to sleep.

She robbed them of jewels, she robbed them of rings,
She robbed them of costly ware—O
The captain's broadsword she took for an oar,
And she paddled her boat to the shore—O shore,
And she paddled her boat to the shore.

Our men they were mad, our men they were sad,
And deeply sunk down, down in despair, O
To see her go way in her beauty so gay,
To ramble alone on the shore—O shore,
To ramble alone on the shore.

Nor were our men mad, nor were our men sad,
Nor were they sunk deep in despair, O
I eluded my men as well as myself,
And I gained that sweet maid on the shore—O shore,
I gained that sweet maid on the shore.

MISSOURI SOCIETY OF TEACHERS OF HISTORY AND GOVERNMENT.

President, C. H. McClure, Warrensburg.
Vice-President, Miss Ida B. Lilly, Kansas City.
Secretary, Eugene Fair, Kirksville.

Thursday Afternoon, November 4th.

Meeting called to order by President McClure in the Northeast High School at 2:00 o'clock.

Mr. Jesse Wrench, of the University of Missouri, acted as secretary.

R. S. Douglass, of the Cape Girardeau Normal School, gave an address on "Missouri and the West."

Hon. W. R. Painter, Lieutenant-Governor of Missouri, gave an address.

In place of his address on "The Trustworthiness of the Sources of Missouri History," Floyd Shoemaker, Secretary of the State Historical Society, Columbia, gave an account of the Historical Society's work and its new home.

Meeting adjourned.

Friday Morning, November 5th.

Meeting called to order by President McClure.

Miss L. J. Runyan, of Warrensburg Normal School, spoke on "Methods of Teaching History in the Grades."

Discussion., Dr. N. M. Trenholme, Columbia.

"The Relation of the European War to the Teaching of History," Miss Nathalie Sharp.

The following officers were elected for next year: President, E. C. Griffith, Liberty; Vice-President, Miss Calla Varner, St. Joseph; Secretary, J. E. Wrench, Columbia.

The meeting adjourned.

C. H. McCLURE, President, Warrensburg.

J. E. WRENCH, Acting Secretary, Columbia.

TEACHING OF ELEMENTARY HISTORY (SUMMARY).

Miss L. L. Runyon, Warrensburg.

Miss Runyon explained that she had no patent process for impressing facts and dates on minds, nor any rule of thumb for enabling the teacher to select the most worthy facts to impress, but rather attempted to show what the teacher of history who aspired to be an "artist" in her work must have in mind as the goal of her teaching. She quoted from Prof. Jameson, head of the department of Historical Research, Carnegie Institute, Washington, D. C., that "history is the one study which teaches children anything of the minds and characters of their fellow beings," and "I do not hesitate to say that in our country the chief use of history is to give young women—I say young women, because young men will not read—to give young American women earlier than life can give it some knowledge of human nature" as one of the values of history. From Keatinge, an English teacher of history, she quoted his statement in "Methods of Historical Study": "It is desirable that all school children should be introduced to the world of science and to the elements of scientific method; but once his school days are over, not one boy in a hundred will ever again be brought into contract with chemical methods or be compelled to make any physical calculations. The ordinary adult pays experts to perform these operations for him. It is different with the other great department of school studies. The youth may never again see a test tube or balance, but he cannot fail to be brought into contact with men—his success in life will probably depend upon the ease and correctness with which he observes words, both written and spoken, and draws inferences from them—he will seldom be freed from the necessity of inferring motives from actions and character from deeds; and it is precisely to these classes of mental operations and to familiarity with these factors in human life, that school history, if properly conceived, and the history lesson, if properly conducted, will introduce him."

Using this point of view Miss Runyon took up briefly the report of the committee of eight on History for the elementary grades and showed how it might be handled. She named as first essentials of the teacher (1) full and accurate knowledge of subject matter and (2) natural ability, or acquired ability, to tell interestingly what she knew. But (she said) the teacher who stops here in her ability to teach history is, in my judgment, only in the day-laborer class; a good work-woman, but no artist. She earns her money; she satisfies, usually, her superintendent and the parent teacher, and most of all she satisfies her students; she is thoroughly popular, but she is no artist in history teaching. To be an artist you must train the mind, you must teach your pupils to handle facts as confidently as surely as tools. The child's experience, helped by his imagination his-

torically trained, must teach him to think in larger and larger units and to comprehend and appreciate the spirit and motives which control large groups of people. To accomplish this means the hardest kind of work for the teacher. She is dealing with the mind of the child as she knows it; she is watching for the first sign of ability to comprehend fully, to help him to use something he has learned about a people or an individual in a new situation. If the child cannot learn to think in comprehending terms; if his understanding is limited to narration of the events of the history he has heard, the highest achievement has not yet been reached.

As suggestions for bringing about these results, Miss Runyon suggested that in the early grades, where oral work predominated, the teacher should strive to cultivate a sense of detecting truth of a story from fiction, fairy story or legend, and a feeling of satisfaction in a story that is true; a longing to place in time relatively the great heroes of whom the child learns, and also a desire to know the country to which each belonged. The use of visualizing aids and of dramatization was explained.

In the higher grades Miss Runyon urged that the ability of the children to ask questions intelligently and discuss intelligently characters and events be a test of what they had acquired rather than ability to answer the questions the teacher asked. She urged that the teacher aim to connect events that are contemporaneous but rarely taught together, such as the fact that Galileo was forbidden to teach that the sun is the center of the Universe while the king of England and France forbade their subjects to worship God except in the prescribed methods, which command led to the wanderings of the Pilgrims and Huguenots.

Miss Runyon mentioned a number of books which might be of help to the teacher of history, but urged that *The History Teacher's Magazine* be used first of all.

THE RELATION OF THE EUROPEAN WAR TO THE TEACHING OF HISTORY (SUMMARY).

Miss Nathalie Sharp, Northeast High School, Kansas City.

David Starr Jordan in a recent address before the annual meeting of the National Education Association said: "It has been said that in the schools of today is the history of the future written. It is our function as teachers of history to preside over these writing lessons." This is true, I believe, and the question of how we shall preside over these writing lessons is ever a pertinent one, but our problem is at present more than usually difficult because we must determine what shall be the relation of the European War to our teaching.

The school administrators of several of our large cities have forbidden the study and discussion of the European War, and even of European geography, fearing that our naturalized citizens may be offended. Such a solution of the problem seems to me unfair to the teachers of history. Moreover if, as Dean Holgate, of Northwestern University, said recently, the high school students of today are to be called on to solve grave and difficult problems in the future, how can they do it without a knowledge of the world in which they are growing up? So I would say it is a mistake to exclude all discussion of the European War from our schools.

There are many reasons why the European War is being taught in our schools, but in defining what we deem to be the relation between the study of the European War and the teaching of history. I think we must decide whether the study of this war is an opportunity for teaching certain special lessons in history, or whether it is our present particular opportunity to teach the great lessons of history, our peculiar means of connecting the history of the class room with the age in which the student lives.

As I conceive it, the aim of the history teacher, especially the history teacher in the secondary school, is to arouse in our students an intelligent

curiosity which will lead them to examine events or facts as to their relation to other events or facts, to teach them to trace the development and growth of an institution or movement through long periods of history, and to instill in them a broad minded toleration for the opinions of other ages and other peoples.

With this aim in our minds, it seems to me that the study of the European War will appear as a special opportunity to infuse interest into the history we are teaching rather than an opportunity to teach certain special lessons. The added interest which the war gives to the study of European history is very easily recognized. But the study of the war also causes the teacher of history to realize the importance of emphasizing modern history in our schools. The need of such emphasis is especially great in the case of American students whose own national history does not prepare them to grasp the issues involved in the present war. Moreover, this war is causing a change in our point of view in regard to a number of things, notably, the practicability of world peace. But recently we rested secure in our trust in our small army and navy, our geographical position, and our arbitration treaties. Today the press of the country discusses the need of preparedness for national defense.

And now to turn from the general question of the relation of the war to history teaching to the relation of the European war to the teaching of the various fields of history. The problem presented differs with the field. If I were a teacher of Medieval and Modern History, I fear I would yield to the temptation to hurry through the subject matter down to the nineteenth century, that I might study the period intensively, directing the attention of the students toward such facts as relate to the questions involved in the war.

English History, too, tempts one to slight the earlier history that one may have more time to spend studying such subjects as the industrial revolution, the development of British trade and commerce, and Britain's colonial empire. But the constitutional development of England should not be slighted. Democratic government is being weighed in his balance just now.

In the case of both European history and English history, the relation of the war to the study of the history in hand, seems fairly easy to determine, but the same is not true in the case of Ancient and American history. The relation of the war to the teaching of these subjects is incidental, I think. A period of a week devoted to current events dealing with the war would be profitable, but a more natural way would be to take up such phases of the war as logically come up in connection with our work. For example, our position as a neutral carrier of trade now could be discussed at the time our position as a neutral carrier during the Napoleonic wars came up.

Ancient History presents another problem still because in addition to the fact that there is no connection between the war and that history, we face that we are dealing with first year high school students, or, at least, with students who are taking up for the first time any history other than the history of the United States. But there is a world of opportunity here in opening up new lines of thought and creating an interest in the present day world by comparison and contrast with the situations we are studying. The Roman Peace naturally turns our discussion to international peace.

MISSOURI ASSOCIATION OF HOUSEHOLD ARTS AND SCIENCES.

President, Miss Essie M. Heyle, Kansas City.
Vice-President, Miss Jennie Gilmore, St. Louis.
Secretary, Miss Anna C. Jenkins, St. Joseph.
Treasurer, Miss Ida M. Shilling, Cape Girardeau.

Meeting called to order in Room 311, New Central High School, 9:00 a. m., November 5th, by the chairman, Miss Heyle.

The following program was given: "Home Economics in the Junior College," Miss June Findley, University of Missouri; Miss Althea Holt, Stephens College, Columbia. "Scoring of Foods," Miss Addie D. Root, Extension Department, College of Agriculture, Columbia; "Hygiene in Relation to Domestic Art Teaching," Miss Ethel Ronzone, University of Missouri; "Exhibit of Food Products for Schools," Prof. Edgar H. S. Bailey, University of Kansas.

The following officers were elected for 1916: President, Miss Edna Kissinger, St. Louis; Vice-President, Miss Elizabeth Howell, Warrensburg; Secretary, Miss Bab Bell, Columbia; Treasurer, Miss Ada Lewis, Springfield. Miss Essie M. Heyle was chosen as messenger to represent the Association on Council of American Home Economics Association. The name of the society was changed to "Missouri Branch of the American Home Economics Association.

ESSIE M. HEYLE, President, Kansas City.

ANNA C. JENKINS, Secretary, St. Joseph.

THE USE OF ILLUSTRATIVE MATERIAL IN TEACHING FOOD CHEMISTRY (SUMMARY).

Prof. E. H. S. Bailey, Lawrence, Kansas.

It is generally conceded that in the teaching of any subject the attempt is made to so light it up that the facts and theories may be clearly understood by the pupil—that he may be able to help himself over the hard places. Referring specifically to one of these newly broken paths that of food chemistry, it is evident that we should, whenever possible, give the products an historical setting. Thus, we can discuss the source and history of the introduction of the potato, the growth of the sugar beet industry from 1747 to the present day or the wonderful progress made in the canning industry within the past fifty years.

We should also become familiar with the foods themselves, and this can be done in four different ways: First by experiments in the laboratory, under competent instruction of the raw products found in the market, and on their constituents and common methods of adulteration. Second, by the use of pictures, charts and lantern slides, and even by the use of moving pictures to illustrate industrial processes. A third class of illustrative material is the food products themselves, put up in suitable containers and properly labeled. In building up a Food Museum three objects should be kept in mind; first, to show such foods as cereals, legumes, nuts, etc., in their original condition, and to demonstrate the difference between the good and bad products that are on the market. Second, the common adulteration of food may be illustrated by making a collection of "what has been" and what is. Third, and perhaps the most important of all the uses of these samples is to give the opportunity to demonstrate the various stages in the manufacture of a food, the varieties and by-products, and finally the different grades of the food as they appear on the market. These collections must be "built up" by the instructor, and by the assistance of the pupils. A little ingenuity and forethought will enable the instructor to pick up the cereals from the mill and the grocery, the seeds and roots from a seed house, some novel products from the confectioner and the baker, and many interesting products from the farm or the kitchen garden, and at very small expense. Manufacturers of special products are often glad to donate sets of their output, if it is known that they will be constantly on exhibition; for this is good advertising for them. Inverted show bottles, with cork stoppers, holding from 6 to 10 ounces are convenient to use as containers.

A fourth method of illustration is by personally conducted excursions to manufactories where food products are prepared. Even in smaller towns, there is the creamery, the bakery, the candy shop, the flour mill and the grocery. The pupil should learn to take notes on his observations; he should learn to "see things" as well as to look at them superficially. By following some of the suggestions here made the instructor will find that there is no difficulty in retaining the interest and enthusiasm of the student throughout the course.

HOME ECONOMICS IN JUNIOR COLLEGE. (Abstract.)

Miss Althea Holt, Stephens College, Columbia.

The teaching of home economics in a Junior College is different from the same work in a Normal School or University. The Normal School and University give attention mainly to the professional side of the subject. The problem of the Junior College is to train homemakers.

During the past three years two hundred fifty-five (255) students have been enrolled in home economics courses at Stephens College. Each year we register from seventy to ninety (70 to 90) students in the department. From one-half to one-third of these students are majoring in home economics, that is they elect fifteen hours of home economics work during their college course.

In the Junior College we have five classes of students entering courses in home economics. First, the high school student entering with seven units wanting work in cooking and sewing. Another class is made up of special students, having been admitted to the college with fifteen or more high school units, who are interested in home economics for its intrinsic worth to them and who do not care for college credit. A third class is made up of students wanting to specialize in home economics with the intention of teaching it in the elementary or secondary school. A fourth class are those who want to take just one year of college work but desire the major part of it to be in home economics. This class of students is very small and is decreasing each year. The fifth and last class is made up of literary students who elect one or two courses only, for which they want credit toward a degree of associate in arts.

The tendency during the past few years in Missouri is to have women take the first two years of college work in a girl's college. Hence the students of the Junior college are largely of the same type as one finds in our state university. The home economics department gets a liberal share of the better students entering college. From fifteen to twenty per cent of the students registered as majoring in home economics go immediately after graduation into a senior college. The remaining students put into practical use in the home or school laboratory the training received.

The course of study in home economics at Stephens College includes four years' work—the last two years of the high school and the first two years of college. The high school courses cover the elementary facts in cooking, sewing, home furnishing and managing. These courses prepare the students for the first year of college, even though the content be of such a nature as is most useful to students not entering college. In the college work the economics side of the subject is emphasized.

In a Junior College the scientific and practical phases of home economics should be combined to some extent with the emphasis on the practical. Yet the scientific phase should not be neglected. The aim is to teach the student how to apply art, biology, chemistry, and physics to the real problems of the home. What could be more interesting than to have the art department teach the student how to decorate and furnish a home? The biology students can do effective work in the study of personal hygiene, hygiene of clothing and eugenics. In chemistry the work on food chemistry is just as important as other phases of the work. In the reading of

an electric meter, and the management of an electric oven the student of physics will find as much satisfaction as in some of the other phases more often taught. In short the practical side of the sciences, the arts, and cultural subjects is just as educational as the purely scientific and cultural.

KINDERGARTEN AND PRIMARY DEPARTMENT.

Chairman, Miss Mary C. McCulloch, St. Louis.
Secretary, Miss Vivian Evans, Kansas City.

The Kindergarten and Primary Department of the Missouri State Teachers' Association held its first annual meeting on Thursday afternoon, November 4, 1915, in Room 208-9, Northeast High School, Kansas City.

The meeting was called to order by the chairman, Miss McCulloch, of St. Louis. By a rising vote, it was decided that the chair appoint a nominating committee on officers for the following year. The following committee was named: Miss Tillie C. Gecks, St. Louis; Miss Estelle Hinton, Springfield; Miss Alma Betz, Kansas City.

After an introductory talk, the chairman announced the general topic for the afternoon, "How may the True Relation Between the Kindergarten and Primary be Gained?" and presented Miss Cora L. English, Supervisor of Kindergartens, Kansas City, the first speaker, who discussed the question from the standpoint of the Kindergarten. Miss Fannie B. Griffith, Primary Supervisor of St. Louis, followed with a paper, taking up the question from the standpoint of the primary. Miss Vivian Evans, Miss Gertrude F. Goodrich, Miss Della Van Amburgh, Mrs. Mary W. Drake and Miss Elizabeth Moss followed, in the order named, in the general discussion, which concluded the program for the afternoon.

At the close of the meeting, the nominating committee presented the following report of officers: Chairman, Miss Cora L. English, Kansas City; Vice-Chairman, Miss Beulah Brunner, Maryville; Secretary, Miss Frances Burris, St. Joseph. These were unanimously endorsed by the body.

The meeting then adjourned.

MARY C. McCULLOCH, Chairman, St. Louis.
VIVIAN EVANS, Secretary, Kansas City.

DEPARTMENT OF LIBRARIES.

Chairman, Philo Stevenson, St. Louis.
Vice-Chairman, W. H. Edwards, Liberty.
Secretary, Miss Sadie T. Kent, Cape Girardeau.

Meeting called to order on Thursday afternoon, November 4th, 2 p. m., Northeast High School, by Chairman Stevenson.

The secretary, Miss Kent, was absent and W. H. Edwards was chosen acting secretary.

Purd B. Wright, Librarian of the Kansas City Public Library, read a paper on "The Librarian as a Teacher." Discussion led by E. D. Phillips, of Kansas City.

The "Prescription and Direction of School Reading" was the subject of a paper read by Miss Lillie R. Ernst of St. Louis.

Following officers were elected for 1916: Chairman, Paul Blackwelder, St. Louis; Vice-Chairman, Ward H. Edwards, Liberty; Secretary, Miss Kate Dinsmore, Kansas City.

The meeting adjourned.

PHILO STEVENSON, Chairman, St. Louis.
W. H. EDWARDS, Acting Secretary, Liberty.

PRESCRIPTION AND DIRECTION OF SCHOOL READING.

Miss L. R. Ernst, Principal Cote Brilliante School, St. Louis.

We are in a period of vigorous reaction and change in our practices and purposes in the matter of children's reading.

President Eliot in an address on "An Average Massachusetts Grammar School" said that he had found by actual test that an ordinary high school graduate could read aloud at a moderate rate "everything that the children in most of the rooms of that grammar school have been supposed to read during their entire course of six years" in forty-six hours. This is one typical practice.

On the other side, not long ago my attention was called by a well known Bureau of Research to the record of primary reading as done by the public schools of a small town in Minnesota. "The classes read with interest and expression" twenty-nine books in the First grade, thirty-four in the Second, and thirty-one in the Third, besides an even greater amount of Third grade reading in connection with the library hour. Ninety-four books in three years in class!

There are many printed courses similarly loaded in various places.

There is grave danger, I believe, that in both the under and over-loaded courses the prime object of reading, to gain an experience while getting another's thought, may be overlooked. The deadly exhaustiveness of minute analysis, and the indiscriminating intensity with which every detail of fact and definition was scrutinized in the old under-loaded courses, have led many a young reader so far from the meaning and the feeling of the thing read, that literature remained for him an undeciphered or even uncovered tablet, instead of being a well of life out of which he may draw experience, ideals, life itself.

Are we in danger, I wonder, of reacting so violently from the old habit, that we shall find ourselves developing voracious appetites—a facile fluency—that may be as fatal as the old deadly exhaustiveness to understanding and appreciation? Not only that mechanical fluency which reads rapidly and smoothly and with agreeable modulation page after page of text without grasping any meaning; but also that other form that has on the mind and the will of the reader a subtle disintegrating and disorganizing effect—the insatiable **desire-to-be-reading** that is somewhat of the nature of a debauch?

Every teacher has had experience with the reader-to-excess, who indulges in reading for its own sake, whose mind craves the excitement of the rapid passing of quantities of ideas, feeling, impulses—just as the movies-fiend craves that experience through the eyes. The desire is for stimulation, over-stimulation. There is no feeling for values, no selection or appropriation of thoughts and experiences to be used in organizing the reader's own mental or emotional life, no seizing of ideas under so strong an emotional urge that they may become ideals. But one result can be expected—dissipation of mental and moral energy, and disintegration of will power.

The director of children's reading must have in mind at least two objects to be attained. The child must, as soon as possible, be made able to read all that comes his way in his daily activities and in the studies of the school. The reading from the start must be for thought-getting so that he may effectively carry on the business of his school work, and get

pleasure and entertainment besides. But the "chief aim" of reading is and should be (Chubb) "the spiritual enlargement, clarification, and discipline of young hearts and minds and wills, which are to be touched to finer issues by its potent ministry."

We concern ourselves seriously now-a-days with the problem of connecting up the child's school experiences with his possible later life; especially do we try to make the connections **obvious** in form and to the letter. We vocationalize and industrialize the school courses and practices; we hope to democratize children by letting them play with the machinery of government; we rewrite our arithmetics to make them sound like "real life problems." Yet all the time we are prone to forget that the reading child whose mind is stimulated, whose heart is stirred, and whose imagination is set aflame by the thoughts, deeds, impulses, and crises that literature presents and interprets—that this child is **living** deeply and really, albeit vicariously. At that very moment, not in the distant future, he may be led to sense values, make choices, fix ideals, and organize his real life on principles that the experience of his race has disclosed to be fundamental. This is, or ought to be, the child's experience in reading all the way through his course.

It behooves us therefore from the beginning of his course to present to him reading content that interprets life, that will compel thought, stir emotion, develop the imagination and clarify discrimination. In suggesting specific material to the various grades, we should be guided in general not only by the active and evident tastes and interests of the age concerned, and by its powers of appreciation and comprehension; we must also provide for the nascent and developing potentialities that at every point of childhood and youth are increasing and complicating the child's social, physical, emotional, and spiritual life. A necessary caution must be exercised, however, in the degree of completeness of realization that may be expected from nascent powers.

(The pursuit of the obvious is too controlling a tendency in our educational practice. I cannot make my appeal too strong, to beware of this dominance. In the psychic as well as in the physical development of the child each period is more or less obviously marked by given characteristics, but each also holds the beginnings of the characteristic powers of succeeding periods. It is imperative that these beginnings be given consideration.)

Much emphasis has been laid, even in the very recent past, on easy words as a requisite in the reading material of the primary and middle grades—indeed for the whole elementary school age, often quite regardless of the vitality of the content. The result is tons of so-called children's books worthy of no better fate than burning. I believe that within very wide limits word-difficulty is negligible, provided that the matter is within the child's potential range, compels his attention, and has literary quality.

If the primary and middle grades have gone through Mother Goose, the cumulative tales, some fables, folk tales like the Three Bears, Red Riding Hood, Cinderella, etc.—the Greek myths, some Grimm and Andersen, lots of fairy stories, Robinson Crusoe, Old Testament tales, Norse stories and Greek; Arabian Nights, Hiawatha, the Round Table legends; many nature stories, some biography; if they have memorized as much of the **poetry** that has established itself in the body of ordinary cultivated experience as the traffic of their age will bear (and it will bear more and craves more than we usually suppose)—if this work has been done with the higher aims of reading constantly in the mind of the teacher, the children will enter the grammar grades (V and following) with the mechanics of reading well in hand, with alert and versatile interest, actively developing taste, fair discrimination, and eager acquisitiveness.

Consequently, choice of matter for the Grammar grades is governed primarily by what may be hoped to be got out of a selection as a whole, by a treatment of the subject that is largely determined by the needs and characteristics of the group or individuals for whom the matter is selected. In other words, the teacher or any other director of reading must have a

more or less definite and conscious plan for every selection treated, in the hope of attaining some definite purpose with the special children concerned.

All the material prescribed for these grades should be classic in the sense of making a universal appeal, but the stresses must be laid on the large and objective aspects of the things read. The morbid, the sombre, reflective moods that grow out of the tragic conflicts of adult experience, the tragic passions of sex-love—must be avoided; with these the grammar school child has nothing to do. They all concern themselves with reactions that arise after a crisis of experience, and emphasize the negative and the incomplete aspects of life. The child's vicarious experience should be constructive, enlightening, and of positive disciplinary value.

There should be much poetry, of all sorts. Nothing serves better than poetry as a transmuter of ideas into ideals; through it primitive passions and instincts are sublimated into high emotions and purposes; subjectivity is organized out of the chaos of self-fulness and morbidity that so seriously threatens youth.

In the educational practice that is passing, whose chief aim was knowledge—or rather information—and mental exercise, it was assumed that the power of retention and imitation were the chief ones to be developed, by drill and reiteration. The value and capacity of both these powers was greatly overestimated.

The main purpose of industrial and vocational educational practice seems to be to train specific powers of the child by the actual exercise of making and doing certain things, so that he may without friction slip into the social scheme and serve as a producing factor in the world of materials, and at least carry his own weight economically. Not only does the purpose seem circumscribed, but it is doubtful also whether the grammar school child is as ready as this program assumes him to be for an apprenticeship that predestines him to definitely selected avenues of service.

What seems to me to be a fundamental position well taken with reference to the purpose of education, is found in the following quotation from the conclusions of the Saint Louis Committee on Course of Study. It declares "that the seat of all human values is in the feeling or emotional aspect of individual human consciousness; to eliminate feeling is to eliminate all possibility of value of any sort. But feeling is individual; its essence lies in its being experienced by somebody. * * * It is also evident that society is primarily interested in the behavior aspect of the educative responses of individuals, for it is this aspect alone that can serve as means of producing desirable conscious responses in other individuals.

The primary purpose of education, from the social point of view is the determination of behavior. Knowledge and the other organized forms of mental life are only of secondary importance, and even of no importance at all, unless they actually or conceivably influence behavior in some desirable way."

From this point of view, which is also mine, the classic literature of our own tongue is a pre-eminently valuable educative medium. Its treatment must aim to lift the individual human consciousness to its highest potential of feeling. This is a primary obligation on the teacher of reading all through the schools.

What I have said so far may seem to have been said with such an emphasis on intensity of experience and Katharsis of the emotions, that you may suspect me of advocating that reading should be done always at high pressure. We cannot take any series of educative experiences at constant high pressure—and should not attempt to. Up to this point I have been voicing my convictions on the prescription and purposeful treatment of material for intensive study.

I am equally convinced that there should be—must be—very much suggestion of material for extensive reading, covering a great variety of interests as to content, fitted for rapid perusal and fairly easy grasp of

idea, whose spirit or story, or information, may be caught as a whole, and appreciated and critically scrutinized as a whole.

It is in this field of the reading work that wise direction can render great service to the young. It is here that the teacher has one of her best opportunities to inhibit undesirable developments in individual characters, to feed special weaknesses to fuller growth, to fan ambitions to flame, eliminate unwise choices of taste, clear up ethical mists—in short to render the most intimate service without having to intrude past the threshold of personal reserve which the pre and early adolescent guards so jealously.

Moreover it is in this field of extensive reading that discrimination can be independently exercised, intellectual bents indulged, humor enjoyed, imagination unleashed—there is no limit to the possibilities of the medium.

The limit is set, and too frequently set on a low level or in circumscribed field by the teacher's own lift of ideal, vitality of emotion, catholicity of sympathy, and degree of spiritual insight.

It is imperative, in my judgment, that the training schools for teachers—that all pedagogical courses in higher institutions, should set for themselves the specific duty of raising to a much higher power than has yet been reached—the teacher's index of appreciation.

THE LIBRARIAN AS TEACHER.

Mr. Purd B. Wright, Kansas City Public Library.

The day of the book in general, in contradistinction to the textbook, as a means of education in its broadcast and most modern terms, is coming, indeed if it has not already arrived. And it is only in the use of the book, as an aid to the teacher as well as to the student, that the librarian may be credited with the dignified title of teacher. It is understood, of course, that in using the term book, it is intended to mean, broadly, the printed page, including the magazine, the pamphlet and the daily newspaper, for all of these are of value in the modern class room.

The duty of the librarian as teacher is not only to see that his store house is properly filled, but that the contents are accessible to all with the desire. In other words, the library should not only have books, but should have them within reach. The large public library of today is attempting to solve both these questions through its central collection and branches.

Having the books accessible it is more than ever the duty of the librarian teacher to familiarize those who would use them with the paths of least resistance. The more accustomed one is to the use of the catalog, the index, the bibliography, yes, even the mysteries of the classification, the greater the joy and the pleasure—and the independence.

It is this phase of the question that deserves more attention than it generally receives, for its in this connection that the librarian is entitled to the designation of teacher, if at all. The library standpoint is that the use of the book cannot begin too soon in the life of the child; that he should be taught not only their pleasure, but their value, and just as much of the technical arrangement and method of the library as will meet his needs, library instruction proceeding in exact ratio with progress through school. Early in the grades the use of the children's catalog should be taught, as well as the arrangement of books. A little later will come instruction in using the index, the encyclopedia and the card catalog, so that when the high school is reached, the student will be familiar with the intricacies of the dictionary catalog and index to periodicals. With the mysteries of the author, title, and subject cards mastered, the great key to the door of library books is in the hands of the student. After that, it is the book as a book—whether to use as a tool, as a mere statement of fact to be digested and laid aside, or a thing to love with the abiding love of a life time. Here it is the librarian-teacher promptly joins hands with the school teacher.

There are mechanics of the library as there are the mechanics of the school, and in these the librarian must of necessity be teacher. It goes without saying that both are taught.

Taking up the question from another standpoint, unlike the school, the library issues no certificate of graduation, no diploma, gives no degree, hence one of the chief functions of the librarian is to prove the necessity of the book in the scheme of life. If the teacher and the librarian in the school and in the college have laid the proper foundation, the use of the library and the book will be a never ending source of pleasure and profit. It is the fault of both if the student, upon taking leave of his alma mater, also takes leave of the library, for it is clear that both have missed one of the chief aims of education—the realization that one is never wholly educated. The librarian is especially blameworthy if he fails to teach the student the value of the library in whatever field of activity his lot may be cast; that, as it has been one of his great mainstays in school, so may it be in his business or profession.

And this is where the librarian steps into another field as teacher—that of the continuation school. If his work has been thorough, the librarian-teacher will be gratified by larger and larger classes of life-students; if it has been shallow, he will now and then be met with the answer, when he asks a high school or college graduate why he does not use the library, "Why, I'm through school!" As though a piece of parchment certifying that he had spent a certain number of hours, a few years with the text book and lecture hall equipped him for a lifetime.

But there is another sort of continuation school in which the librarian delights to play as teacher—the classes of those determined ones who, possibly through no fault of their own, or through mistaken ideas which bulked large in their callow youth, seek to gain the right road or to correct the great mistake of missed school opportunities. There is little need to tell of the joy of helping him to conquer who comes with "I will" plainly written upon his face. And the greatest joy is that they are coming in greater numbers each year. Of the 62,000 users of the local library, fully one-third use it as a continuation school. And this will grow.

THE LIBRARIAN—THE TEACHER. (Abstract.)

E. D. Phillips, Northeast High School, Kansas City.

Next to being an inspired author of a true book is to enjoy the rare privilege and honor of being the guardian of immortal books.

The world has ever looked with reverence upon the librarian as a sort of consecrated high-priest of the library.

In the evolution of the social and educational institutions, the library and the librarian have undergone a remarkable change.

Formerly the library seemed to be for the exclusive use of a limited class of scholars and book fanciers; but now the doors of the library are off the hinges for everybody. This vast forest of books has become a veritable university, whose classes outside of educational institutions are innumerable study clubs, Athenaeums, reading circles, extension societies, correspondence associations, and newspaper and magazine staffs—and the honored Dean of this great University of books—is the librarian.

The library is no longer confined to the stacks and shelves of an imposing building. It has vaulted into the saddle and we now have the traveling libraries going forth like cavalcades of richly laden camels to carry treasures to the people.

Since universal education has taught the masses to read, the library and librarian belong to the masses, hence the library and its honored custodian with their added responsibilities—constitute the pan-culture agency for each community.

Hence the qualifications of the librarian have multiplied in his efforts to solve the newer problems that arise as to how the library can be made

to render the best possible service to the greatest number of people.

There are many other ways of teaching besides through text books and in school rooms, and librarians have become very helpful teachers in their own peculiar way.

The Twentieth Century librarian must have a broad, accurate, and practical knowledge of not only the literature of the past, but that of the mushroomy present. He must not only know how to meet the demands of a busy army that is surging in and out of his library, but he must know when and how to create the demand for the right thing in book-lore.

In this way the librarian becomes the Dean of universal literature to direct wisely the scholars, specialists, students, and popular or fashionable readers—to what is best and most up-to-date in the domain of books.

Such a librarian should have the most thorough training, not only in the classification, care, and mechanical or clerical manipulation of books, but likewise in a usable knowledge of the contents of books and papers—so as to economize the time and labor of research students. So complicated has the library business become, and so close has the librarian been drawn to the public, so potent is his influence—that a wonderful differentiation of the work is being made, in large library centers, and consequently library experts are assigned to special fields or departments of learning to facilitate the labors of all sorts of patrons.

Very naturally the librarian needs to be well supplied with something else besides books and expert training in handling them. He must also know how to handle the throngs of readers who make pilgrimages to this mecca of books. He must have a reserve fund of patience and human sympathy.

The new-ideal librarian should be a teacher in being able and willing to show both teachers and students how to manipulate all the devices of the library system in research work.

Young people should as early as possible become acquainted with the technical machinery and details of the library, which is to become their literary laboratory.

MISSOURI SOCIETY OF TEACHERS OF MATHEMATICS AND SCIENCE.

President, Clyde M. Hill, Springfield.

Secretary, L. D. Ames, Columbia.

General Meeting.

Meeting called to order. The minutes of the last meeting were read by the Secretary, L. D. Ames, and the treasurer's report was given by A. J. Schwartz, Grover Cleveland High School, St. Louis.

The following general officers were elected for 1916: President, E. B. Street, Independence; Secretary, L. D. Ames, Columbia; Treasurer, A. J. Schwartz, St. Louis.

Executive Council: Members elected in November, 1915, Sue Perkins, Springfield; A. C. Magill, St. Louis; Otto Dubach, Kansas City. Other members: Charles Ammerman, St. Louis; W. J. Bray, Kirksville; B. C. Brous, St. Joseph; W. M. Butler, St. Louis; J. C. Cameron, Maryville; August Grossman, St. Louis; H. C. Harvey, Fayette; E. L. Harrington, Maryville; E. R. Hedrick, Columbia; George Melcher, Kansas City; F. N. Peters, Kansas City; Anna Pile, Kansas City; J. H. Scarborough, Warrensburg; Herman Schlundt, Columbia; J. S. Stokes, Kirksville; E. B. Street, Independence; F. C. Touton, St. Joseph; F. W. Urban, Warrensburg; J. W. Withers, St. Louis; C. A. Waldo, St. Louis; J. E. Wildish, Kansas City; W. H. Ziegel, Kirksville; Clyde M. Hill, Springfield.

The meeting adjourned.

Mathematics Division.

Vice-President, R. E. White, Kansas City.

Secretary, Miss Elizabeth Rutherford, St. Joseph.

Meeting called to order Friday morning, November 5th, New Central High School, Room No. 305, by Vice-President White.

The following program was rendered:

1. **Mathematics in the Junior High School**—Clyde M. Hill, Springfield. Discussion.

2. **A One Year High School Course in General Mathematics**—Discussion, 10 minutes each on the following topics: (a) "What Should It Be," J. D. Fristoe, Kansas City; (b) "Will It Afford Adequate Preparation for Further Mathematical Study?" L. D. Ames, Columbia; (c) "Should the Course Be the Same for Boys and Girls?" G. H. Jamison; (d) "Will a One-Year Course Afford Ample Preparation for Agricultural and Industrial Courses?" E. B. Cauthorn, Columbia; (e) "Will the Course Supply Sufficient Mathematical Training for the Girls Who Are Later to Become Homemakers?" Miss Claire Hornby, Harrisonville.

General Discussion.

The following officers were elected for 1916: Vice-President, F. W. Urban, Warrensburg; Secretary, H. T. Wells, Lamar.

The meeting adjourned.

Science Division.

Vice-President, A. C. Magill, Cape Girardeau.

Secretary, E. B. Street, Independence.

The Science Division of Missouri Society of Teachers of Mathematics and Science was called to order by Secretary E. B. Street in the absence of Vice-President Magill, in Room 307, Northeast High School, November 4th, at 2:00 p. m.

The following nominating committee was appointed: B. F. Finkel, Drury College; E. R. Hedrick, University of Missouri; H. Schlundt, University of Missouri; H. L. Roberts, Cape Girardeau Normal School; Byron Cosby, Kirksville Normal School; W. A. Luby, Kansas City; Charles Ammerman, St. Louis; F. Rothschild, Kirksville; G. F. McGee, Bonne Terre, and Dr. Parker, William Jewell College.

The following composed the auditing committee: L. D. Ames, Columbia; G. H. Jamison, Kirksville and J. E. Wildish, Kansas City.

Paper, "The Future of Biology in Missouri High Schools," Superintendent W. S. Drace, Richmond; discussion, H. L. Roberts, E. B. Street and others.

W. J. Bray presented the report for the committee on the accrediting of General Science as follows:

To the Science Division of the Missouri Society of Teachers of Mathematics and Science: Your committee appointed for the purpose of investigating the matter of accrediting or approving of courses in General Science in secondary schools has the honor of making the following report:

We find that General Science is receiving more recognition in states other than Missouri than it is in this State. The University of California gives credit for General Science for entrance, as does the University of Chicago. Northwestern University states its position with reference to general science in these words "Northwestern University has already estab-

lished a precedent of accepting a year's work in general science when the textbook is suitable." The University of Nebraska says: "General Science will receive the same credit as any other science course when properly organized." The University of Michigan, the University of Kentucky, the University of Arkansas, the College Association of Kentucky, the University of Illinois, University of North Carolina, the University of Mississippi, University of Alabama, the University of West Virginia, the University of Georgia, Mercer University of Georgia, Emory College of Georgia, University of Pittsburg, all of these will give full credit for general science on a par with other high school sciences.

The University of Missouri has the following to say regarding the accrediting of general science: "The committee has decided that it was not advisable at the present time to attempt any general regulation giving credit for a unit in general science. It was understood however, that special arrangements might be made for tentative credit for such a course with schools which are in good position to offer such a course."

The state superintendent of public schools of this state expressed the following opinion in regard to approving general science courses for credit: "The subject of general science is yet very unsettled. Few if any, high school teachers are prepared for doing such work. We have discussed this matter some, but have not as yet arrived at any definite conclusions concerning it. In general, we have recommended against putting it into high schools for some time yet."

It is interesting to note that, although the general science situation may still be somewhat "Chaotic" in this state, it is looked upon so favorably in so many other states, and, in those states, presumably, has passed this condition of chaos. Your committee is convinced that general science has come to stay. That it has a real mission which no other subject can fulfill. It is generally recognized that this is a difficult subject to teach properly, and that, unless schools are equipped to teach it as it should be taught, the subject would better be left out the curricula of those schools. It is also a fact that there are very many teachers in this state who are well qualified to teach general science, and there are few high schools without laboratory equipment sufficient for such a course. In view of the fact that some very satisfactory textbooks on this subject are now available, there is no reason evident to your committee why this subject should not be introduced into every high school having the necessary equipment, and organized in such a way that the course will compel for itself the recognition in this state that it has already won in other states. It is very doubtful if there has ever been a science introduced into the high school curriculum that, its infancy, has been so uniformly well taught and so thoroughly appreciated by both pupil and teacher.

Your committee would urge all science teachers, principals, superintendents and others interested in the welfare of science in the high school to everlastingly boost general science in Missouri. Study it. Watch its growth. Keep in touch with it. We have everything to gain by it. Let's put it on a firm foundation and demand full approval for it.

Report was adopted by a vote of the society.

The nominating committee recommended the following officers for the Science Division for 1916 which were elected: Vice-President, J. E. Wildish, Kansas City; Secretary, Felix Rothschild, Kirksville.

The meeting adjourned.

L. D. AMES, General Secretary, Columbia.

E. B. STREET, Secretary Science Division, Independence.

**A ONE-YEAR HIGH SCHOOL COURSE IN GENERAL MATHEMATICS:
WILL A ONE-YEAR COURSE AFFORD AMPLE PREPARATION FOR
AGRICULTURAL AND INDUSTRIAL COURSES? (SUMMARY).**

Principal E. B. Cauthorn, High School, Columbia.

Some Conclusions.

The course as outlined above is a natural outgrowth of the methods employed in the previous training of the pupil. The inductive and formal proofs of this course are more natural to the pupil and are more in harmony with his way of thinking.

The claim that the method does not force upon the child the unintelligible abstractions of the adult is worthy of some consideration. The high school freshman is hardly capable of a very high appreciation of algebra as a science. Some never will have such appreciation and for some it will be postponed far beyond the freshman year in the high school. It would seem therefore that, for this class of students, the purely scientific aspects of the subject should be subordinated to what we may call the empirical and informal. Moreover, there is and for a long time has been among some teachers, a danger of over-emphasizing the rigorous, scientific aspects of the subject with students who are not prepared for such treatment. The writer is inclined to the opinion that many a failure has occurred from such a treatment of the subject, when good results might have been obtained by the empirical or informal method.

As a matter of fact, a great mass of mathematical knowledge of practical value may be acquired without resort to the rigorous demonstration. Demonstrations of the type given above are often more conclusive and have a greater appeal to the mind of the child than some of the so-called abstractions of the traditional course.

However, the writer would be the last to lose sight of, or to minimize the educational value of deductive reasoning employed in the traditional course. He is a firm believer in the efficacy of geometry, for instance, as a promoter of mental training. He is of the opinion that, in the past, too much importance has been attached to the necessity of rigorous demonstration of every statement of the text from cover to cover. For instance, teachers have felt it incumbent upon them to give rigorous demonstrations of the incommensurable cases when they are impossible for the high school sophomore.

It would seem then that there is a place for the empirical and the informal in the high school mathematics.

The writer is of the opinion that a two year course worked out along the lines of the Chicago plan could be made to serve the purposes of the two year course as now generally given, but he can see no place for the one-year course as suggested in this program except for students who are lacking in natural mathematical ability and who take this as their finishing course.

As for preparation for agricultural and industrial courses, one year is not sufficient. The principal reason for this is that the desired amount of mathematical training cannot be secured in so short a time. We find among the requirements for graduation in the Missouri College of Agriculture the following:

1. Plans and methods of construction of farm buildings.
2. Farm Machinery—Principles of construction, principles of draft and the production of power.
3. Original investigations in farm drainage, farm machinery and motors.
4. Farm Motors—The construction, operation and care, selection and installation, regulation and performance of prime motors suitable for farm use. Fuels, combustion, steam boilers and engines; belts, gearing, shafting and power applications.

5. Farm Surveying and Drainage—Methods of farm surveying, laying out of buildings, drainage lines, etc. Contour maps and their use in locating buildings, wells and drainage lines.

Whenever the student of agriculture and industrial courses can handle the formulas of physics and chemistry, interpret intelligently the graphical representation of variables and meet the mathematical requirements of the foregoing courses on the basis of a two year high school course in mathematics, we shall be doing better work than we are at present.

A ONE-YEAR HIGH SCHOOL COURSE IN GENERAL MATHEMATICS:
WHAT SHOULD IT BE? (SUMMARY).

Prof. J. D. Fristoe, Kansas City.

From the wording of the topic it is assumed that a course is to be selected for one year only and that no other mathematics necessarily follows. The term general mathematics is interpreted to mean at least some geometry, arithmetic, trigonometry or applications of these branches as well as algebra. The pupils are assumed to have only the mathematical preparation furnished by the grammar school and limitations of special environment or organization of a local nature in the high school are not considered.

Had this paper been on the mathematical requirement for high schools and the selection of a longer course, more than one year in mathematical training would have been advocated. Mathematics has relatively more importance in life than is given it in high school by a one year course and it seems a student is hardly fitted for the successful conduct of affairs by a one year course only. If a course of several years is to be selected the writer is not sure but that the present plan of separate branches would not receive preference over any course combining parts of several branches. In this connection it is interesting to note the results of a comparison between the products of the two methods as set for in a thesis at the University of Chicago recently. A large number of students of the University Training High School where the fusion method is used for two years were compared with the same number of students in a school where the tandem system is used. The students spent the same time under mathematical instruction. The students where the tandem system is used excelled those of the fusion method although neither did well. The tests were of a practical rather than a formal nature and while the results are not entirely conclusive they should warn us against being blinded by enthusiasm for a little proven method. If students are to receive only one year of mathematics in the high school it seems better to give a general course rather than any one separate branch. If several years of mathematics are given a general course of one year might be given to the extremely dull students, to those students who must leave high school at the end of the first year and perhaps to other students as a training for the separate branches. The writer doubts the thoroughness of training received in a general course and believes that the student of separate branches of mathematics has a better chance for perspective. An effort should be made to test the results of any method by comparison rather than take the theory of some educator however renowned.

There is a tendency to lower the mathematical requirement for graduation in high schools to one year. This is due to a dislike towards mathematics on the part of some students and this dislike is due partly to poor instruction and partly to laziness on the student's part and a distaste for concentrated thought. Since this tendency is asserting itself for the present at least, a general course must be selected to meet the demand.

Many attempts have been made to teach algebra and geometry in the same course. Kansas City, Missouri, Lincoln, Nebraska, and the University of Chicago are among those that have tried it. The University of Chicago is trying a text by Breslich which seems excellent for a general course,

If a textbook were used I know of no better. The algebra covered may be summed up as follows, the four fundamental operations, solution of equations in one unknown, proportion, variation, factoring, quadratic equations, simultaneous equations, graphing and the geometry as follows; most of the usual axioms, theorems dealing with angles, most of those dealing with areas, some dealing with volumes, parallel lines, symmetry and circles. Proportion and a few facts of trigonometry are used. The book has many fine features which cannot be enumerated for lack of space but it should make a fine foundation for a general course and the writer has chosen this as a basis rather than select an original course because it has been tested by experienced teachers who have far more opportunity to experiment and select than any individual teacher and a selection by the latter would be entirely theoretical. If such a course is successful I believe it will succeed with this material under these conditions.

A ONE-YEAR HIGH SCHOOL COURSE IN GENERAL MATHEMATICS:
SHOULD THE COURSE BE THE SAME FOR BOYS AND GIRLS?
(SUMMARY).

Prof. G. H. Jamison, Kirksville.

Our education should aim to develop power in the student. I think it is not the function of our public schools to make bankers, merchants, farmers, clerks, etc., of the children. Education should help the child to discover his talents and to improve them. Most of the children do not know what field of work they will enter until they are well on or through their high school course. And until the boy decides that he is to be a plumber, or an electrician, or a farmer, he should not have any special training and when he has decided upon his life work, the special training in mathematics should be given in the department which takes care of his subjects.

I agree with the writer of the first paper that the purpose of this course should be to give the pupils the essential principles of the elementary mathematics. I feel that such a course will fail unless it encourages the pupils to go on in mathematics. I think that such a course should not be planned for those who have already failed in mathematics. If students cannot learn mathematics and there are fewer of them than popular census indicates, it is a hardship to the class and to the students to hold them. The student who would take this as his only course in mathematics could hardly expect to engage in any work requiring any mathematics beyond the simplest applications. This course should contribute to the general education of both boys and girls.

Since the time of such a course is so short and the amount of mathematics that can be taught is so little, I feel that the course cannot be different for boys and girls. Most of the mathematics required by the ordinary man and woman is that involving the four fundamental operations on integers and small fractions. This course should reinforce and supplement the work of the grades and make the citizens better able to solve his own little problems rather than carry them to a neighbor.

I think it unfair to insist that girls should have a different course because it is harder for them and because they have less interest in it. Those arguments will not hold. It will be hard to find a high school class in mathematics in which the best minds will not be found among the girls just as frequently as among the boys.

We frequently expect too much of the teacher of mathematics. The teacher can not possibly take up all the problems that come up in the home, on the farm, at the store or shop. And if it were possible, most of the problems would be so easy and simple that they would not challenge the power of the student. If it were known that every member of the class would be a plumber, then certain applications of mathematics would be emphasized and other parts neglected. We know from experience in our

own location that students go into different professions and many of them even change their life work. We would certainly make a mistake if we were to try to keep all students on the farm who now live there. The city boy should go to the country if his talents lie in the direction of agriculture. Can we not say with truth that there is no farm arithmetic, no arithmetic for carpenters? When you become a carpenter, the mathematics you use will be worked out and exhibited on the tools you use. The same may be said of the banker and the insurance man. I plead for a mathematics which will give the student power to solve the problems which he meets. We mistake when we educate pupils in the public schools to be something. We must educate them to be somebody.

Boys and girls should have the same course because of the bearing it will have on the children of the next generation. I know parents who are university graduates and who have capable minds and yet they say they cannot give help to their boy in the seventh grade arithmetic or first year algebra. The father and mother are the first mathematics teachers of their children and long after the child has started to school he will go to his parents for help.

It is doubtful whether, in schools outside of the large cities, a sufficient number of boys and girls wanting separate instruction could be found, and in the cities I think those wanting special work should be sent to the technical schools. There is the question in the crowded condition of our schools as to whether room and apparatus are available. Under present conditions, I think some mathematics is required for graduation in all courses and, unless all requirements are removed, I think practical consideration will make but one course for boys and girls.

THE FUTURE OF BIOLOGY IN MISSOURI SCHOOLS.

Superintendent W. S. Drace, Richmond.

Of the many problems that confront a city superintendent there is perhaps none that requires so much thought as the course of study.

A great many things are to be taken into consideration in forming a course of study but the most important is the genuine welfare of the pupils under his jurisdiction. Sometimes it is very hard to determine what is the very best thing for the child.

It must be a matter of elimination. It would be impossible to include every subject in the course. Already we have eliminated in the language courses with only Latin and German remaining. In History, English and Mathematics the elimination has been just as certain, but of a different nature. But what shall we eliminate? Shall a subject be pursued for the discipline that it gives or for the immediate material good that comes from it? * * * This however is not a subject for discussion here. Certainly it is a fact that we have been guided by the utilitarian view in the past. * * * As many as eleven sciences have been taught in Missouri schools within the past few years and all but two are still being taught. Certainly that is too many for the small school if not for the average. I think that we can agree that more than four years of science for the average school would not be desirable. Shall biology be one of the four?

A questionnaire was sent to about fifty representative schools in the state in which biology was being or had been taught in the past six years. In this questionnaire a suggestive four years course in science was asked for and all the replies with the exception of two included physics. So I take it that if the judgment of Missouri school men is to stand for aught, physics is to be one of the four. Seventy-five per cent of all the replies included chemistry; forty-four per cent included general science; forty-seven per cent included physical geography; thirty-six per cent included biology and two per cent included botany-zoology.

In view of the fact that general science has had so marked a growth in so short a time, I feel that it can safely lay claim to third place.

Since the questionnaire was sent only to schools that are favorable to biology and included all the larger schools of the state except the St. Louis schools, it seems rather significant that only thirty-six per cent of them would include biology. * * * It might be interesting to know that only two schools that are not now giving biology would include it in the course.

Personally I do not stand ready to condemn it but I do believe that if we are to keep it alive it must be reorganized and made to conform more nearly to the present day standard of usefulness. * * * But my personal feeling in the matter will not determine its future, and I know of no better way of judging the future than by the past. To use this standard it will be necessary to resort to statistics. These statistics were taken from the report of the state superintendent of schools and run back as far as 1909. In 1909 there were 38 schools offering biology with 863 pupils taking it; in 1910 there were 51 schools and 1237 pupils; in 1911 there were 25 schools and 547 pupils; in 1912 there were 26 schools and 550 pupils; in 1913 there were 19 schools and 540 pupils; in 1914 there were 25 schools and 787 pupils. This makes a decrease of 13 schools and 71 pupils, although the high school enrollment had increased more than 6,000 during that time. Perhaps a better view of the situation may be had if we view it from a percent standpoint. In 1909 eight percent of the high schools had biology; in 1910, seven per cent; in 1911, five per cent; in 1912, four per cent; in 1913, three per cent; in 1914 three per cent. In other words, the per cent of schools offering biology had fallen from eight to three in six years. During the same period physics had dropped from 36 per cent to 25; chemistry from 15 to 7; botany from 13 to 2; zoology from 11 to 1 3/10. Agriculture alone has shown an increase during the period. It has increased from 30 per cent to 75 per cent.

In view of these facts, I think I may draw the conclusion that unless biology can be made to conform to the utilitarian demand of the day, or else that demand be changed, the time is not far distant when biology will be omitted from the course.

A ONE-YEAR COMBINED COURSE IN MATHEMATICS.

L. D. AMES, Columbia.

This discussion is based on the assumption that a first year high school course in mathematics should be adjusted primarily to the needs of the average student, rather than to the needs of the student who expects to specialize in work requiring mathematics. It assumes that the course is not to be narrowly industrial or vocational, or even narrowly practical, but broadly educational. It must be part of a longer course for those who will go on. It must rest on a basis of sound clear mathematical thought as far as it goes.

It seems best to approach this subject from a conservative point of view, making use of existing subject matter, and considering the present equipment, and point of view of our teachers, with relatively slight change in aim or methods of treatment.

The reasons which may be urged in favor of a combined course are, first, that those topics may be put first which are most worth while for those students who will not go on with mathematics. With the development of our present form of civilization and of industry there is a growing need for exact quantitative thinking on the part of large numbers of our people. Traditional first year algebra does not adequately meet this need. The second reason is that it will help to make it possible to enliven the subject matter by bringing formal processes and principles into closer connection with situations in which they can be applied.

A combined course might include the essentials of algebra, presented in their simplest and most vital form, with unnecessary topics and unnecessary complications omitted, a practical treatment of the principal facts of

plane and possibly solid geometry without insistence on a complete formal logical treatment, with attention to obvious interrelations of these subjects, a treatment of the fundamentals of arithmetic, and such an amount of application as will give a sense of reality to these subjects and make the subject matter learned effective in the life of the student. The different subjects will naturally be kept distinct, but use will be made in each, so far as helpful, of whatever the student may know.

There is a very hopeful tendency, still in its infancy, towards the development in our schools of projects or forms of activity having social or industrial interest and value. This tendency should be encouraged. In the course of these activities some mathematics will be learned incidentally. With larger and deeper interests and enthusiasm the amount of time needed for the systematic study of such a subject as mathematics may be greatly reduced, the time of beginning it may be postponed, and its effectiveness increased. In the degree that such a system of education is really educationally efficient the need and demand for sound and thorough-going scholarship will necessarily be increased. But I do not believe that any large comprehensive mastery of mathematics can be gained without a serious systematic study of mathematics for itself.

A one-year combined course might be followed by one year of algebra and that by one year of plane and solid geometry, thus completing in three years the standard three years' work. Such a plan would be less radical than an attempt to organize the whole course on the combined plan. This would not interfere, but rather would pave the way for a further extension of the plan if it seemed desirable.

The course suggested is conservative. But the plan is more flexible than the traditional course. It would make experimentation possible. I believe most progressive teachers and textbook writers feel the cramping influence of the traditional course. Such a plan would give greater freedom for further progress along whatever line experience may show it desirable to go.

Finally, I do not advise the hasty adoption of even so conservative a course as that suggested. A textbook is important. Widespread discussion will help. And above all it seems highly desirable that cautious and carefully planned experiments be tried by competent teachers, and the results made public.

MATHEMATICS (SUMMARY).

Clyde M. Hill.

The course of the first six grades should be planned so as to give the pupil a mastery of the fundamentals, measures, fractions, decimals, and simple percentage. The new ground remaining to be covered in the seventh and eighth grades is the modern application of percentage and mensuration.

In the percentage work the chief duty of the pupil is to learn the necessary business terms and to recognize which operation to use in solving business problems. Much attention should be given to the study of the business setting which gives rise to the problem. Advantage should be taken of every opportunity which the community affords to give the pupil first hand information concerning business methods. A visit to a bank, for instance, with the attendant discussion gives rise to many problems regarding accounts, deposits, checks, etc. In this connection the postal savings system is studied. The comparison usually leads to a study of money orders, drafts, etc., and here we work out exchange, which is made most real and practical. In teaching stocks and bonds, organize a stock company. (See recent mathematical bulletin by Kirksville Normal).

The teacher should make an effort in all the percentage work to lead the pupil to see the social, the economic, side of his problem as well as the mathematical side. Use the text book as supplementary material and for the purpose of providing sufficient drill to fix principles and summarize and systematize the work. Plan for a large amount of review work. In every

case make the approach new. For example, short cuts may be given in the fundamentals and the pupil required to check his work by using the long method. In many cases, we care little for the short cut itself and seldom hold the pupil responsible for it after it has served the purpose of providing a reason for the drill on the methods previously taught. Various checks should be taught and they in turn require the performance of the operation itself. All of the problem material should be as real and appealing as possible. The equation should be introduced in the percentage work in a natural way and the pupil should be urged to use it when it will make his work easier or clearer. No effort should be made to force it where the method of solution ordinarily used is just as simple. In short in all our mathematics work we should purpose to teach it so as to give the pupil a maximum of power, skill and insight and we believe that "anything is practical which stimulates the pupil to do anything worth while."

When the pupil reaches the eighth grade he is familiar with much of mensuration, it therefore is at once our problem to systematize, organize and extend this knowledge, where it has practical value, and to create an interest in and prepare the way for the high school mathematics. We have found the study of the history of the units of weights and measures a splendid approach to a review of the tables. A great deal of attention is given to indoor and outdoor measurements and estimates. An attempt is made to give this work a real bearing by having the pupils do measuring which is actually needed. Advantage is taken of any transient interest which they may have. For example, many of the eighth grade pupils this fall are playing tennis for the first time. The laying out of a tennis court has given rise to many most interesting problems. This work will be continued in the spring when the baseball season opens. Pupils determine the length of their pace and use it to make estimates.

Devices, such as sailors use to estimate the distance at sea, mathematical recreations, puzzles, etc., are used when they lead to useful, worthwhile ends.

Such work leads to intuitional geometry and literal arithmetic. Loci problems are interesting and important and lead to the constructions. In all work the primary aims of the course are kept uppermost in the minds of the teacher and we do not permit our special interests to lead us astray.

Provision should be made for individual differences in an easy manner. While the boys work shop problems, the girls may be given household problems. Individual assignments may be made to suit the pupil's ability and interest. In class work pupils may be grouped and work assigned to suit the needs of each group. Field trips may be made to buildings in process of construction, shops, factories, etc. These should be planned with great care and each trip has a definite purpose. A mathematics club has possibilities.

A ONE YEAR COURSE IN GENERAL MATHEMATICS: WILL THE COURSE SUPPLY SUFFICIENT MATHEMATICAL TRAINING FOR THE GIRLS WHO ARE LATER TO BECOME HOMEMAKERS?

Miss Claire Hornby, High School, Harrisonville.

Will the course supply sufficient mathematical training for the girls who are later to become home-makers? I wish to consider sufficient as not how much mathematics will one girl need or how much mathematics do a number of home-makers actually use but rather how much will any home-maker have occasion to use under varying circumstances. Sufficient mathematical training to me means two things—a sufficient amount of mathematical subject matter and a sufficient training to be able to use this knowledge. In considering how much subject matter is necessary, let us look at the needs a home-maker may have for mathematics. She must be able to deal intelligently with the grocer, butcher, and any other tradesman. I say intelligently because I believe half of the women do not, from a mathematical

standpoint, but intelligently. Again, as a cook, she must be able to measure, to divide or to increase amounts according to the need of the occasion if the results are to be sure and satisfactory. Or, she may be called upon to go into the business world to care for the finances of the home. Thus, home-making involves much mathematics and as home-making becomes more of a home science, like all sciences, it will require the use of much mathematics. It is chiefly arithmetic that is necessary to meet these needs. However, think how closely it is related to algebra and geometry. Certainly, the use of the equation makes for ease of solution. Then again, many of the rules of arithmetic are propositions of geometry and the understanding of the geometric proposition makes the arithmetic rule a familiar rather than a chance acquaintance.

However, to this mathematical subject matter must be added mathematical training or an opportunity to put into use this knowledge. To me, this is an essential experience for the home-maker. We must train the home-maker mathematically by giving her an opportunity to use the knowledge she has in solving problems of the type she will meet in her home. This power to apply is of prime importance. We are advocates of the law of self activity for mathematics, let us carry it a little further. The home-maker is taught to sweep, to cook, to sew, not only by a mastery of the principles which underlie the activities, but also by applying these principles to the specific problems of the home. Let us, then, solve problems of the type found in the home. But I would not advocate this alone. We know the more mathematics we have the better can we solve the simple problem. Then give the girls arithmetic; but give them more—give them some algebra, some geometry, some trigonometry. They need these because, thereby, can they gain proficiency in mathematical training. I believe the one year course in general mathematics could supply sufficient mathematical training, for girls who are later to become home-makers.

DEPARTMENT OF MUSIC.

Chairman, Mrs. Bessie M. Whiteley, Kansas City.
Secretary, Miss Grace Wilson, Independence.

Meeting called to order in Room 110, Northeast High School, November 4th, at 2 p. m.

The first number was a paper on "What the Normal Schools Are Doing for the Grade Teacher in Music," Wm. Solomon, Warrensburg Normal School. Mr. Schuler spoke of the music required at the Maryville Normal School.

The following nominating committee was appointed by the chairman: Miss Clara Sanford, St. Joseph; Miss Ina Dunlap, Joplin, and Mr. Schuler of Maryville.

Mrs. Flagg of the Thatcher School, Kansas City, gave a lesson on the orchestra, the children naming the different instruments in each division of the Symphony Orchestra. Three numbers were given on the Victrola, the children identifying the instruments used in each one. The Thatcher School Orchestra, under the direction of Mrs. Flagg, gave two selections: Schubert's Serenade and a march by Johnson. The Woodland School Chorus gave three selections: Hymn to the Stars, Mendelssohn; The Minuet, Mozart; Trippole-Trappole, an Italian song, with Miss Donovan directing and Mrs. Whiteley at the piano.

Mr. W. S. Morse, president of the Missouri Musical Association, talked on "Credit for Outside Applied Music."

Mr. McCollough, of Chicago, gave a short talk on credit given by high schools for applied music.

The nominating committee reported the following officers who were elected for 1916: Chairman, E. L. Coburn, St. Louis; Secretary, Miss Lena Spoor, Kansas City.

Meeting adjourned.

Mrs. B. M. Whiteley, Chairman,
Kansas City.

Grace V. Wilson, Secretary, Independence.

MISSOURI SCHOOL PEACE LEAGUE.

President, Ben Blewett, St. Louis.

Vice President, John R. Kirk, Kirksville.

Secretary-Treasurer, Mrs. Josephine Greenwood, Kansas City.

The meeting was held in room 206 New Central High School, Friday, November 5, 1915, at 9:00 a. m.

In the absence of President Ben Blewett, Mr. John R. Kirk, first vice president, called the meeting to order. Because of a misunderstanding about the place of meeting, Mr. John H. Atwood was not present to deliver his address on, "The League to Enforce Peace." A very large audience listened attentively to eight minute talks in the following order:

"Arbitration," Professor R. S. Douglass; "International Good Will," Superintendent C. A. Greene; "Churches and the Peace Movement," Dr. J. P. Fruit; "The Federation of the World," President A. Ross Hill; "Women and War," Principal Mary E. Griffin; "Militarism, the Foe of Democracy," President E. L. Hendricks; "History Teaching with Reference to Peace and War," Professor E. M. Violette; "The Problem of Peace," Honorable Howard A. Gass; "Peace at Any Price," President W. S. Dearmont; "A Messenger of Peace," Miss Amelia Fruchte; "A Word for Peace," Dr. R. D. Shannon.

After some forceful remarks by the presiding officer, Mr. John R. Kirk-President State Normal School, Kirksville, and the distribution of peace literature, the following officers were elected: President, E. L. Hendricks, Warrensburg; Secretary-Treasurer, Miss Esther Crowe, Kansas City; Vice-Presidents, John R. Kirk, Kirksville; Louis Theilmann, New Madrid; J. A. Koontz, Joplin; Wm. H. Black, Marshall; W. S. Dearmont, Cape Girardeau. Directors: E. M. Violette, Kirksville, 1918; G. H. Beasley, Trenton, 1918; Mrs. Mary E. Griffin, Kansas City, 1918; Miss Elizabeth Brainerd, Trenton, 1917; R. D. Shannon, 1917; J. A. Whiteford, St. Joseph, 1917; B. G. Shackelford, St. Louis, 1916; R. H. Bryan, Linn, 1916; C. F. Daugherty, Bethany, 1916.

Meeting adjourned.

John R. Kirk, Vice-President, Kirksville.

Mrs. Josephine Greenwood, Secretary, Kansas City.

THE PROBLEM OF PEACE.

Hon. Howard A. Gass, Jefferson City.

Judging the topic from its setting I interpret The Problem of Peace to be the prevention of war. I am a firm advocate of peace, but not "at any price." I am one of those who believes that peace is preserved by being prepared to defend one's rights against unlawful invasion. I would not have a large standing army nor a great navy for the purpose of intimidating our

neighbors of other governments. I do not believe that a large army or great navy is necessary. These are needed only for protection and not for aggression. We have city and state governments to preserve the peace and protect the rights of the citizens and not for the purpose of imposing upon those who are not able to defend themselves. We place locks upon our doors and guns in our homes for protection only. In the same sense should we have a small army and an adequate navy. We are in little or no danger of being plunged into war with any of our neighbors, but we should be prepared to protect ourselves in the event of insult, aggression or invasion. We have no respect for the individual or the nation who will not defend himself when attacked or insulted. While we hate and abhor the bully we despise the coward. We all admire the burly fellow who is too good natured to quarrel, but who is able and willing to defend himself when occasion demands. The timid, inoffensive, cowardly boy is always in more trouble on the play grounds than his more aggressive brother who is willing to fight and able to defend his rights, but who waits to be attacked. Such an one usually awakens a wholesome respect in those who would impose upon him, while the timid only creates contempt and invites imposition and aggression. While earnestly desiring peace, it should always be known that we cannot be imposed upon and that we will resent insult and aggression and that we are ready to defend our rights.

INTERNATIONAL GOOD WILL.

Superintendent C. A. Greene, Webb City.

War is the last national relic of the old Mosaic law of an eye for an eye and a tooth for a tooth. No government can, in principle, rise higher than the source of its existence. In other words, the plane of principles possessed by the citizenship of a country determines the plane of the principles of the government of the nation as a whole. If the citizens have not rejected the old Mosaic and accepted in lieu thereof the Christian principles of living, we must not look for expression of higher ideals in the form of government of that country.

The soldier is no longer, as in ancient days, endowed with opportunities for individual expression nor actuated by great moral and patriotic principles, but, being subject to the strictest kind of military discipline, he is simply a tool or instrument in the mechanism of a great machine. The soldier now is almost universally drafted into service, and does not go voluntarily because of patriotic impulses or because certain moral issues are at stake. It is the higher authorities that do his thinking for him as regards his military activities. Those higher authorities declare war, order the soldiers to the front, while they remain far in the rear or in some other place of security. Thus while orders proceed from higher authority to advance for military action, the soldier's feelings of hatred toward the enemy are his own and are not brought into existence by the same powers that order him to the front in battle array. These higher authorities may incite hatred to create in the hearts of the soldiers a bitter determination to seek revenge on the enemy, but cannot maintain it there.

The soldiers are the populace of the country in which they live while those in governmental authority are simply representative of the people. And, where rulership and authority are inherited they are not even representative of the populace. And as for declaring war or maintaining peace the soldier and the real populace, in the great majority of countries, have little to say on the subject.

Hence my conclusion is that because a country declares war or engages in war is not a positive proof that international enmity exists between the two countries thus engaged. To illustrate: It is a common report that along the Western front in the European war zone, it is necessary to change frequently the bodies of troops to prevent fraternizing. This illustrates the fact that good will exists between the soldiers of opposing armies which is

a further evidence that this expression of good will when put to the test is international. This same tendency to fraternize and have a bond of common sympathy is noticeable frequently in prison camps also. There is little or no premanent hatred between nations or peoples at all. We are told by psychologists that the feeling of hatred cannot permanently exist. Love and charity are stronger than hatred and envy. Brotherhood is stronger than malice. The qualities of good must and do eventually predominate over those that are evil. Godliness and good will are stronger than devilishness and ill will.

When considered in the last analysis, the present war is a war of kings, the epitome of the modern civilization that has forgotten God. People are beginning more and more to realize this fact. The war is not the fault of Christianity that teaches us to love our enemies, but it is the outgrowth of the monster god of greed. The spirit of international good will was not dead but sleeping. The British soldiers have quit singing the light hearted Tipperary and are singing Onward Christian Soldiers. Why this change? The French populace that had practically driven the church out of their country have become attendants and communicants of the church. The German life of gaiety and indifference to things religious has changed to that of graver things.

It is not Christianity at war but the evident lack of it that has brought on war. And unlike the legends of ancient heroes whose deeds were sung by the poets and wandering minstrels, today the deeds read like deeds of horror that shock even the most obtuse sense of humanity. The war parties are now in their last great struggle. Governments of the people, by the people and for the people will be established. Never again will selfish military oligarchies spill their country's best blood in a senseless, useless and most inhuman war. When the King of Kings is enthroned in the hearts of men, then will there culminate that smouldering and latent principle that has lain dormant in the governing class of the world; for democracy will rise and have its voice in the future and international good will will prevail. And when the mother is heard, singing, "I Didn't Raise My Boy to Be a Soldier," she will not be censured as being a coward and without the elements of patriotism, but the head of the listener will be bowed in reverence because she is harking to the still small voice saying, "Peace on earth, good will toward men." Only very recently the Christian Herald had the following editorial comment:

"It is a hopeful sign that the hate stirred up by the war is dying out. There is unquestionably a great moderation in the intensity of international feeling in the last half year. Germany has almost universally repudiated the bitter 'hymn' by Lissauer, so frequently quoted and parodied last spring. England has met the modified German sentiment at least half way in recent press utterances and public deprecation of bitter feeling. 'The wall of a church,' declared the Chancellor of the Chester Diocese (when permission was desired to erect a mural tablet to a Lusitania victim), 'is not an appropriate place to perpetuate hatred'—and the offending inscription was accordingly modified. Commenting on the changed attitude, Professor Deissman of Berlin, writes: 'As soon as the good will on one side finds its echo in the same disposition on the other, a ray of light falls into the darkness of these tragic days.'"

I contend, therefore, that international good will among the populace of nations still prevails but in some quarters the powers of hate, malice and envy have gained a temporary ascendancy and are exercising those powers with such ruthless recklessness that when Mars is again dethroned,

"Then the common sense of most
Shall hold the fretful realm in awe,
And the world shall slumber,
Lapt in universal law."

DISCUSSION OF PEACE.

Pres. W. S. Dearthmont, Normal School, Cape Girardeau.

I had not expected to speak, but am impelled to do so in order to register my protest against the apologetic tone and attitude of advocates of peace when they are called upon to speak in favor of peace at this time. I want to declare myself as standing for "peace at any price" as meant by the Navy League and other advocates of further preparedness for war by the United States. The Navy League declares that all men who impose an increased expenditure by the United States for the Navy and Army are in favor of "peace at any price." With that definition of "peace at any price" I am emphatically in favor of "peace at any price."

I am a great admirer of President Wilson and I am in hearty sympathy with his policies in most things; but I am utterly opposed to his proposed program of preparedness, as I understand it; I am opposed to seeing one dollar more appropriated annually for the support of the Army and Navy than was appropriated by the last Congress. And I am in favor of a substantial reduction in the amounts now being appropriated for the Army and Navy. I am opposed to seeing the United States launch upon a program of large expenditures for the Army and Navy. We are spending far too much for naval and military preparedness now.

I hope that the advocates of peace will stand firm and boldly and fearlessly oppose the plans of the Navy League and other extreme advocates of a wholly unnecessary preparedness for war. There was never a time when there was so little need of such preparedness. There was never a time when the advocates of an "armed peace" stood so thoroughly discredited, as they are now. Such advocates deserve to suffer the severest condemnation of a righteously indignant and outraged world. They deserve to be regarded as the worst enemies of civilization and of humanity.

Of all times the present is a time when the advocates of world peace should not allow themselves to be placed on the defensive. They should not adopt an apologetic tone and attitude when facing the enemies of world peace. They should take an uncompromising stand against the so-called program of preparedness for war. They should boldly advocate a counter program of substantial reduction in our present expenditures for the army and navy.

MILITARISM THE FOE OF DEMOCRACY.

Pres. E. L. Hendricks, Normal School, Warrensburg.

Many of us have been forced to revise long cherished beliefs since the outbreak of the present war in Europe. We thought the time at hand for a world peace. I had presumed the civilization was far advanced beyond a warfare more savage than Osage Indian ever waged on Missouri Prairies. We have been disillusioned. The ideals we taught as existent in international law and treaty rights have disappeared under the iron hand of militarism. The advance of science has been turned to the destruction of our fellow men. Scholars have disowned the degrees of foreign universities and poems of love have been turned into poems of hate. The phrase "too proud to fight" becomes "prepared to fight." Social progress waits on war and democracy stands aghast at militarism.

There is no new principle of progress set forth by the European conflict. The nations have long done obeisance to the ideals of force and might. Civilization is reported as having come to us riding on a gun carriage. The French people sought to impose their brand of liberty, even as the Germans now offer their *Kultur*. Racial wars and commercial conflicts have been known since time immemorial, while the spirit of militarism harks back to the days of our ancestral cave dwellers.

But militarism is now having its day. It is also on trial for its life. Militarism is in full bloom, while democracy is yet in a process of becoming.

ing. Militarism imposes its organizations upon us. It points to its own efficiency and to the long delay of democracy. It taunts us with the assertion that even a fusion of peoples may be secured through it more rapidly than through a democracy. It would have us substitute efficiency for value. But I dismiss the merits of militarism with the assertion that if democracy can not provide social motives and tasks superior in values to the virtues of war, then let us have war.

Democracy may learn lessons from militarism, but in principle the two forces are opposed. Militarism demands unthinking obedience; democracy implies individual freedom. Militarism calls for servility; democracy proclaims the potential equality of men. Militarism says, "I am as good as you are"; democracy says, "You are as good as I am."

Though opposed in principle, the two forces are inextricably mixed. We find them both at home and abroad. People in our own country would respond to a call to arms as quickly as the people of other countries. There is yet much of the savage in all of us. Germany has her social democrats, and America has her militarists. Militaristic Germany has advanced social and industrial welfare in a way that would be highly creditable to a democracy. So democratic at heart are all the nations at war, that the leaders of each proclaim self-defense as the cause of war.

But here comes a marked difference between militarism and democracy. The former is devoted to the nation. It is the pretended defender of the nation. To it the nation is the highest good and soldiers willingly die to preserve the nation. Now, while it is true that in the evolution of government the nation is vastly superior to a feudal state, democracy promises to transcend nationalism, for it points the way to internationalism.

The militarists, in their defense of country, fail to recognize that no nation has ever become established save through the influence of internationalism. It could not rise to national self-consciousness without objectifying itself through the eyes of other nations. Nor can any nation, any more than an individual, or a school, exist as an exponent of civilization if it lives unto itself. But militarism is afraid to exchange the amenities of life with other nations. Its country must be first and its people superior. It must have some interests which it is unwilling to arbitrate. One might well exclaim, "O Patriotism, what crimes have been committed in thy name!"

As school men I believe the opportunity is ours to advance the cause of democracy and to assist in the final reduction of militarism to police duty. I believe it is good pedagogy to present the merits of democracy as a spirit. For democracy is more than a form of government—it is an attitude of mind. And this attitude of mind desires that the opportunities of life be equal to all, the world over. Every race has its altruistic attributes and democracy looks toward this mutual aid. We see this co-operation in the development of international commerce, and science, and law. The wireless telephone is an instrument of democracy and will help to make "of one blood all nations." As education itself is all—embracing so should it teach that democracy concerns itself with the welfare of the human race as a whole. And if the dreams of yesterday become the realities of tomorrow, may we not hope that the time will come when the high organization of militarism will unite with the freedom of democracy to produce a better state than the world has yet known.

WOMAN AND WAR.

Mrs. Mary E. Griffin, Kansas City.

When I consider the innumerable women who have lived in the world and the infinite number of wars that have been waged I decided that all I could do with "Women and War" in ten minutes was to give a mere outline of the subject and leave you to fill it in at your leisure. So I shall consider women first as instigators or incentives to war; second, women as

warriors, and third, women as victims of war, and I shall take the liberty of dividing wars into two classes, first, wars of words or moral conflicts, and second, wars of arms or physical combat.

From the dawn of history down to the present day women have been instigators of war or incentives to war; for instance, we are told in divine history that when there was only one woman in the world she plucked the apple and instead of eating it herself generously gave it to Adam to eat, thereby instigating a war between good and evil that has not yet been fought to a final finish. In Grecian mythology we learn that it was the Goddess Eris who with malice aforethought, for pure revenge, tossed the golden apple marked for the fairest in among the feasting gods and goddesses, thereby stirring up a war of words that the gods themselves dare not settle, so they called in the youthful Paris to decide the contest, thereby establishing a precedent for arbitration that the warring nations today would do well to follow. Again it was the beautiful and bewitching Helen that incited the same judicial minded Paris to violate the most sacred law of nations, thereby precipitating the Trojan War, the narration of which made Homer famous. Again it was the beautiful Cleopatra that incited the great Mark Anthony, not only to forsake his wife, but to wage war against his own people.

Skipping on down the corridors of time we come to our own country to find that Harriet Beecher Stowe did more to stir up war against slavery than all the preachers and politicians put together, for her "Uncle Tom's Cabin" touched the conscience of the people and caused them to realize all the possible horrors of slavery. In our Hall of Fame in our National Capitol stands a beautiful statue of France Willard, a woman who year after year waged war against intemperance and last, but not least of our illustrious examples, is that of the club women of Kansas City who only recently incited our City Council to cease its political bickerings long enough to wage a successful war against unsanitary dairies. And there is a future war that the women of this country must wage in order to insure strong, healthy, heroic husbands for the future for our pernicious practice of puffing, puffing is polluting the breath of our babes, poisoning the brains of our boys, and enervating the minds of the future men of our nation.

In considering women as warriors, I shall begin by quoting from Mr. Kipling, "But the female of the species is more deadly than the male." Now may not this characteristic of the human species be due largely to instinct and early environment? Long before history was written for nations to ignore, humanity dwelt in caves and when the men went forth to forage for food for the family the mother instinct compelled the women to fight like furies with tooth and nail to protect their young from the wild beasts of the forest, and from that time on the militant spirit has ever been strong in woman. But a distinguished Swedish psychologist truthfully says that women unlike men do not rush into war for war's sake. They are without the blood lust that makes fighting a joy for fighting's sake. They fight only in desperate straits and when only in defense of their honor, their children, their country or their religion. Standing at either of these last ditches however, they fight with all the ferocity of tigers and do battle without rule or reason to the death.

The first evidence that we have of women warriors is found in an ancient Chinese tradition. This tradition claims that once upon a time the women of China, like ourselves became dissatisfied with their limited share in their government, so they rose up in rebellion and this rebellion came so near to being a revolution that the Emperor frightened at the ferocity and force displayed by the women decided to forestall all future uprisings by decreeing that henceforth the feet of all Chinese girls should be so bandaged as to make it physically impossible for them to ever enter the field as warriors.

Semiramus was possibly the first authentic woman warrior. She year after year led her country on to victory and finally like Alexander the Great, carried her conquest beyond the Indus. The wife of Mithridates the Great accompanied her husband on all his military expeditions and final-

ly in his great battle against Pompey, she appeared on the field as a Persian soldier, mounted on the wildest of chargers, and fought bravely beside her husband as long as the battle lasted.

Sir Richard Burton, a famous Arabian scholar, tells us that in 1723 the King of Dahomey found that his Amazon wives made the best of soldiers. The first King Regent of Poland led her country in successful battle. Tennyson in his heroic poem, "Boadicea" makes famous a British queen who led more than ten thousand women warriors against the invading Romans. The beautiful Cleopatra won her throne by waging successful war against her brother, thereby proving that her personal bravery was equal to her beastly beauty. Joan of Arc saved her country from a worthless king. Isabella Castile wrested Spain from the hands of the Moors. Mary Queen of Scots cheered her soldiers on to battle.

More humble types of women warriors are found in Mother Ross who served as a private with William the Third in Flanders; our Deborah Sampson who fought thruout the Revolutionary War in the Continental Army and Loretta Levasque who won lieutenant's shoulder straps in the Confederate Army. And a militant spirit is as strong in the modern woman as it was in the ancient or medieval. In proof of this we have but to look at the warring nations of Europe to find their women drilling daily in order to be ready to render efficient service in case their country calls them.

But the women of America, if weaker, they are wiser than the woman of old. In fact, they are wiser than the warring men of Europe, for our women have learned that the pen is mightier than the sword and while their great armies of millions of men are down in the dirt and the ditches fighting their fiendish battles with those deadly asphyxiating gases, our great suffragette army is calmly and comfortably touring the country in autos and pullman coaches and sanely and safely and successfully fighting their battles with the most affective weapons ever invented—pictures, printers' ink and publicity.

In every land, in every age, and in every stage of civilization women have been victims of war. This is a self-evident proof, hence it needs no demonstration, so I will merely add that beneath the ruthless feet of every advancing army breathing forth famine, swimming in blood, riding on fire beneath its ruthless feet, are crushed the hearths of millions of mothers, whose rights are ignored, whose hopes are blighted, whose homes are burned, whose daughters are degraded and whose husbands and sons are sacrificed to this moloch of war; and in the language of President Lincoln, "Long, long years after these devastating armies are disbanded, the cry of the orphans and the wail of the widows will continue to break the sad silence that ensued."

DEPARTMENT OF RURAL SCHOOLS.

Chairman, G. W. Reavis, Columbia.
Secretary, Miss Daisy Johnson, Bolivar.

Meeting called to order November 4th, Northeast High School, 2 p. m., by the chairman and the following program given.

"Essentials of a course of study for rural schools," Prof. F. F. Thompson, Springfield, and Mr. T. J. Walker, of the State Department, Jefferson City. "Some Benefits of Larger School Unit," Mr. George Melcher, Kansas City. "Boys' and Girls' Clubs," R. H. Emberson, Columbia.

November 5th, 9 a. m., New Central High.

Meeting called to order by the chairman and the following program given:

"The School Plant as a Social Center," Prof. Mark Burrows, Kirksville.
"Co-operation Between the Home and the School," Miss Anne Elizabeth

Evans, Bunceton, Miss Addie Root, Columbia and Mr. Ray F. Fox, Spickard.
Address: Dr. W. A. McKeever, Kansas University, Lawrence.

The nominating committee reported the following officers for 1916, who were elected: Chairman, H. T. Phillips, Lexington; Secretary, Miss Jeanette White, Martinsburg.

No papers were given. Meeting adjourned.

G. W. REAVIS, Chairman, Columbia.

DAISY JOHNSON, Secretary, Bolivar.

ESSENTIALS FOR A COURSE OF STUDY FOR RURAL SCHOOLS.

(a) FORMAL SUBJECTS.

F. F. Thompson, Normal School, Springfield.

In order that the pupils' time and ability may not be overtaxed, and that there may be room for variations suited to the varying needs of rural communities, the essentials of a course of study for rural schools must be determined.

The steps in the solution of the problem seem to be:

1. A clearly defined aim for rural education.
2. As clear a statement of the capacities and interests of children for each period as our present knowledge of rural child life permits.
3. Choose that part of any subject most vital to the individual and social needs with emphasis upon the fact of social destiny.
4. Organize the selected parts of each subject in the course in relation to the ability and interests of the children.

We may state the aim of rural education thus: The acquisition of those habits, informations, ideals, tastes and attitudes which must be common property of all efficient members of a progressive democracy. Two recent contributions throw much light on the problem of exclusion and inclusion of subject matter:

Mr. McMurry in the New York City School Inquiry, ("Elementary School Standards," World Book Company, 1914) presents a utilitarian plan for determining values, while A. Duncan Yocum in "The Determinants of a Course of Study" (Educational Review, September, 1914), gives the most definite statement of procedure in determining essentials I have found.

Applying the principles of course making referred to above, to the course of study for rural schools obtained from about twenty-five states of the Union, the following tendencies to modification of some of the formal subjects were noted. (Content subjects were dealt with by another speaker).

1. In **reading** the tendency is to master the mechanics of reading in connection with reading material of greatest interest to the child. It is agreed that the thought should always be the outstanding feature. Silent reading is rightly receiving more attention. Good reading as wholes or units is chosen for inspiration and idealism. Upper grade reading is more extensive (more texts, too, used in lower grades) and closely correlated with other subjects; selections, too, are chosen to build up a better appreciation of country life, for upon reading depends largely, it is thought, the attitude of the rising generation toward farm life.

2. In **language**, the tendency is to measure the attainment by the ability to speak and write fluently, coherently and accurately in other recitations besides the language class, and in life outside the school room. Oral work is receiving more attention—the aim being to form habits of correct speech by thorough drill in the lower grades, and to leave grammar until the seventh or eighth year; then study it intensively.

3. In **spelling**, teach fewer words; drill to make these few automatic. Select suitable words from spellers, from other subjects and those needed in business correspondence.

4. The actual amount of **arithmetic** needs is not large; the ability to count and reckon. The effort is being made to harness the arithmetic to the play activities of the child and to actual farm problems so that the fundamental processes may receive their interpretation and application in terms of common experiences of the home, the store and the life of the community.

These and other tendencies of a similar nature show that we are far from a definite solution of this problem, but that the effort is being made to select subject matter of intrinsic value to the rural child, adapted to his capabilities. We are coming to see that the daily experiences of the child and subject matter of the course of study are parts of the same thing—the life of a people. That will be an ideal course of study for rural schools and will represent best the highest possible development which corresponds most nearly to the simple every day experiences and needs of the child.

THE COUNTY SCHOOL UNIT.

George Melcher, Kansas City.

When one sees the deplorable condition of many rural schools, the poor buildings, the unqualified teachers, the wasteful methods, the lack of high schools, the wasteful financial management, and realizes that such has been the condition for several decades and such will be the condition for many years, yea, even generations under our present system, he wishes for something better for our country boys and girls. Why should the daily cost per pupil attending in the rural schools be greater than in towns maintaining second and third class high schools? Towns are providing an elementary school and a four year high school at an expense of only \$0.007 per day more than our rural schools cost. Why should these rural school boys be deprived of a high school course? High school graduates are more common now in the cities, than were the elementary school graduates twenty-five years ago.

The country is not too poor to have good schools, for in many counties of Missouri the per capita wealth is greater than in the majority of cities. The country boys and girls are as capable as city boys and girls. The parents of the country boys and girls are as anxious as city parents that their children shall be educated and shall succeed in life. However, they are not students of school administration, and have not considered the method to be pursued to attain the desired end.

We must all realize that the public high school has developed in the cities in the past twenty-five years. The next decade must see the development of the rural high school. No greater curse could befall Missouri than for her to fail to develop rural high schools within the next decade. The boys and girls want this education as is shown by the fact that thousands of them every year, leave home, pay both board and tuition in town or city in order to attend high school. A good high school always increases very greatly the efficiency of the elementary school. Hence when the country has no high schools, it loses this uplift.

The parents want their boys and girls to have schools, the boys and girls want the schools, the people have the money. Why do we not have better schools? Merely because our machinery is wrong. The present small distinct unit originated in New England in pioneer days; it rendered good service in pioneer countries where only the three R's were to be taught. However, it belongs with the ox wagon and the hand scythe. We farm with modern machinery, then why not give our boys and girls a modern school, an enriched course of study and a chance for a high school education at home?

A modern school requires that our units be larger, that we pool our efforts. Each small rural school can not maintain a high school, but each county can maintain high schools within the reach of every boy and girl.

New England long ago abandoned its small district unit, but we still hold to it in Missouri as though it were sacred.

Were it possible to place all the school business of each county under the control of a County Board of Education of five members, marvelous changes would soon be wrought. This County Board would choose a County Superintendent of Schools. He would be made the executive officer and the professional advisor of the board. All the work of the board could be placed on a business basis. The County Superintendent would be the business manager of the county schools. He would have power to act and would be held responsible for good schools.

The county unit is a democratic method. Democracy demands equal opportunities for all. The county unit will insure equal opportunities. Democracy demands that the people have what they desire. The people desire better schools for their boys and girls. The county unit has brought better schools in every state that has adopted it. The sentiment for the County School Unit is growing everywhere.

Our rural schools need four things: 1st. Trained professional leadership. 2nd. Wise business management. 3rd. Enriched courses of study and high schools. 4th. Trained and enthusiastic teachers.

All of these will come rapidly with the county unit, and only to a negligible degree without such a unit.

Readers are referred to the report of the Committee on a Larger School Unit in the 1914 Proceedings of the State Teachers' Association.

DEPARTMENT OF SCHOOL ADMINISTRATION.

Chairman, J. E. McPherson, Columbia.

Vice-Chairman, F. H. Barbee, Nevada.

Secretary, Miss Nelle K. Sutton, Bethany.

City Superintendents' Division.

Chairman, C. A. Greene, Webb City.

Vice-Chairman, C. C. Thudium, Fredericktown.

Secretary, J. C. Winders, Eldorado Springs.

The city superintendents' division, as a department of school administration met at 2 p. m., Thursday, November 4th, in Room 306 of Northeast High School with C. A. Greene, Chairman, presiding.

In the absence of Secretary Winders, the chairman appointed Supt. F. M. Dumm, as acting secretary.

The chair appointed the following gentlemen as members of the nominating committee: Supts. John P. Gass, Seladia; Wm. Robertson, Webster Groves; and Herbert Pryor, of Mexico.

In the absence of Supt. Coburn, of Chillicothe, who was to have read a paper on "The Attitude of the School Toward Home Study," Supt. C. C. Thudium, of Fredericktown, discussed the subject from the standpoint of the elementary and high school, advocating home study in the eighth grade and high school.

Supt. G. W. Diemer, of Excelsior Springs, further discussed the subject, briefly explaining the Newark plan of study and confining his discussion to high school work only. He also emphasized the necessity of careful and thoughtful assignment of the lesson.

Supt. Coburn, who now arrived, read an excellent paper on the subject just above mentioned.

Supt. Perry Carmichael, of Pierce City, and Supt. S. A. Baker, of Jefferson City, continued the discussion briefly.

Mr. George Melcher read a carefully edited paper on "The Newark Plan."

Professor J. D. Elliff of the University of Missouri, read a paper on the topic: "Does General Science have a Place in Our High School Curriculum." The reading of this paper was followed with very interesting discussions by Mr. Felix Rothschild and Supt. Charles Banks of Kirksville, followed by Miss Pauline Beery, of Webb City.

Mrs. J. B. McBride, of Springfield, gave a ten minute talk on "The Parent-Teacher Association as a School Auxiliary." Further discussion of the work of the Parent-Teacher Associations in their respective cities was indulged in by Supt. Thomas, of Springfield, and Supt. Gass, of Sedalia.

The following report of the nominating committee was next given: We, the nominating committee, make the following report on officers for 1916: Chairman, G. W. Diemer, Excelsior Springs; Vice-Chairman, F. G. Roth, California; Secretary, C. E. Chrane, Boonville. Respectfully submitted, John P. Gass, Wm. Robertson and Herbert Pryor, committee.

It was moved and carried that the report be accepted. The minutes were next read and approved. The department adjourned.

County Superintendents' Division.

Chairman, Mrs. Myrtle Threlkeld, Shelbyville.

Secretary, T. J. Walker, Jefferson City.

This division of the department of school administration was held in Room 219 of the Northeast High School on Thursday afternoon at two o'clock and was presided over by Mrs. Myrtle Threlkeld as chairman. In the absence of the secretary, T. J. Walker, of Jefferson City, Supt. R. G. Russell, of St. Louis county, was named as acting secretary.

The following features of the program were discussed.

"Working with individual pupils and talking to schools", Supt. R. G. Russell, St. Louis County.

"Standardizing of grades for rural graduation," Supt. G. K. Gilpin, Buchanan County.

"Methods of conducting rural examinations," Supt. Elizabeth Brainerd, Grundy County.

"Legislation, why so long delayed," Supt. R. H. Bryan, Osage County.

"Home Economics," Supt. Frankie Connell, Marion County.

"Agricultural Clubs," Supt. P. J. McKinley, St. Charles County.

"County Athletic Clubs," Supt. C. C. Carlstead, Chariton County.

"Certificating teachers by Normal Schools," Prof. W. T. Carrington, Springfield Normal School.

A nominating committee appointed by the chairman, Mrs. Threlkeld, consisting of County Superintendents Gallatin, Brown and Jones recommended the election of County Superintendents T. R. Luckett, Sedalia, Pettis County, as chairman, Gertrude Thompson, Rockport, Atchison County, as secretary. The recommendation of the committee was unanimously adopted.

A motion to maintain the organization of the County Superintendents' Division of the Association next year for business transactions only and

a merging of the program of this division with that of the department of rural schools was unanimously carried.

Meeting adjourned.

School Board Division.

Chairman, Joseph F. Gordon, New Madrid.

Secretary, F. B. Miller, Webster Groves.

Kansas City, November 4, 1915.

The School Board Division of the State Teachers' Association met in Northeast High School, Room 314, at 2:00 p. m.

Meeting was called to order by the Secretary, F. B. Miller; President Joseph F. Gordon was not able to be present. Directly after the meeting was called to order a large number of school board directors and others entered the room, so many in fact that quite a few stood throughout the meeting.

The acting chairman appointed a nominating committee, after which Mr. George Melcher, of Kansas City, read a very interesting paper on "The Permanent in our Educational System."

"Something that is good enough to leave unchanged for twenty-five years," was next discussed by the following named gentlemen: R. D. Shannon, Sedalia; John R. Kirk, Kirksville; W. T. Carrington, Springfield; J. D. Elliff, Columbia, and State Superintendent Howard A. Gass, Jefferson City.

F. B. Miller, of Webster Groves, read a paper "Shall We Resist or Encourage the Tendency Towards Centralization of School Authority." This paper was followed by S. C. Rogers, of Kingston, talking on the same subject.

All the speakers and papers delivered were well received and beyond a doubt this department held this day the most interesting and best session ever held.

The nominating committee reported on officers for 1916 as follows: Chairman, F. B. Miller, Webster Groves; Secretary, Allen D. Morrison, Green City. Usual formality was had and Mr. Miller and Mr. Morrison were duly elected to the positions as above recorded.

Motion was made by Mr. Rogers, duly seconded that we ask the next general assembly to take the necessary steps to provide for a constitutional convention and that we use our influence to bring about this end. Unanimous.

Motion to adjourn was sustained.

General Meeting.

Joint meeting of the City Superintendents, County Superintendents and School Board Divisions called to order by the chairman, Mr. J. E. McPherson, Friday morning, November 5th, New Central High School.

The following nominating committee was appointed: Supt. E. M. Sipple, County Superintendent C. A. Burke and Supt. W. S. Drace.

The program was carried out as follows:

Lecture: "The Value of Tests of Intelligence for Grading Public School Children," Dr. H. H. Goddard, Vineland, N. J.

Topic: "Age Grade Census Report," J. D. Elliff, Columbia. Discussion, E. M. Sipple, Moberly and L. McCartney, Hannibal.

Topic: "The Annual School Budget," F. S. Conley, member board of education, Columbia. Discussion, Supt. Herbert Pryor, Mexico; Supt. Nelson Kerr, Kirkwood.

The following officers were nominated for 1916: Chairman, Herbert Pryor, Mexico; Secretary, Roxana Jones, Milan. Motion to elect carried. No further business, the meeting adjourned.

NELLE K. SUTTON, Secretary, Bethany.
F. M. DUMM, Acting Secretary, City Superintendents' Division, Belton.
R. G. RUSSELL, Acting Secretary, County Superintendents' Division, Clayton.
F. B. MILLER, Secretary, School Board Division, Webster Groves.

A COUNTY SUPERINTENDENT'S WORK WITH INDIVIDUAL PUPILS AND HIS TALKS TO SCHOOLS. (SUMMARY).

County Supt. R. G. Russell, St. Louis County.

It is an established principle of pedagogy that the teacher becomes mistress of her work when, and only when, she has gained the fullest confidence of her pupils and can have them feel that she is their true friend whose mission it is to help them in whatever way possible; to guide them along those avenues of life that will bring not only happiness and pleasure for the present, but will direct them toward greater fields of learning and enable them to have visions of greater possibilities measured in direct proportion to their desire to attain the best and highest standard in everything.

Her interests must necessarily and seemingly co-incide with those of the pupils. Her realm must be the fancied realm of the child's thoughts. Her efforts must get their bearing from, and out of, the fancied visions of those passive minds that seemingly lie dormant until she has applied the torch of enthusiasm which ignites, enkindles, and illuminates the mental horizon of their lives, and thus prepares them to move forward into the noon-tide of manhood and womanhood, carrying with them that spirit of mind and disposition of character which have become engrafted into them by a wise and thoughtful teacher.

So it is with the superintendent. He will find the community life within his jurisdiction so varied and the adaptability and interest of the pupils so different that the direct results of his visits and of his talks to the pupils will be determined largely by the personal interest that he may manifest in the individual child of that community, and the proportionate degree of confidence manifested by the child in him as a leader.

Having observed the things which interest the individual child or the school as a whole, and having harmonized his thoughts with their interests as a class or as individuals, he has made it possible to add stimulus to the child's efforts and thus become a factor for great good.

He should make his visit the occasion for praising the excellence of the pupils' work, and incidentally that of the teacher, and thus stimulate the desire of both the teacher and pupils toward attaining a higher degree of efficiency in their work. Catching the inspiration of the teacher and pupils in the class work, he may have occasion to inject into that class recitation a desire for a research along the lines of discussion, that may have far reaching results. Oftentimes he may find a teacher who is inactive before her class, and as a result the class has grown passive. She may be leading her pupils blindly, as it were, along a narrow channel of thought, not realizing that she could make her instruction one of exploration and discovery, not only for her pupils but for herself. Upon such an occasion the superintendent may prove a helpful "guide" in adding life to inactivity and inspiring both teacher and pupils to become "doers" not "dreamers."

If the superintendent, in his talks to the boys and girls, should manifest his personal interest in them and their surroundings, encourage them in their school efforts, inspire them to make their school as good as the best, invite their help and assistance in his efforts to bring to their community the things that mean happiness and pleasure to them in their school work, he will have done much toward surrounding himself with a throng of young boys and girls who will prove ardent workers for the things he most desires for the betterment of the schools under his charge, and through their influence in the home, will help to disseminate those principles which will bring forth fruit in its season.

COUNTRY ATHLETIC CLUBS.

County Superintendent C. C. Carlstead, Keytesville.

Is a country athletic club a good thing? Is it needed? Is it practical? I think it is. If the athletic activities of the cities and towns are worth the great sum of money that pours into them each year, surely we could well afford to spend the modest sum needed to stimulate and sustain such athletic activities as are appropriate to the peculiar conditions of country life. That the country boy and girl do not need athletic training and that they get all they need in the way of athletics by plowing corn and feeding hogs has been the popular belief for some time. But of late much attention has been given to the problems of country life. And thinking men have come to see that there is a great need in the way of physical training in the rural districts. That the country has many advantages over the city or town is not denied. We know the boys and girls of our country are as a rule much stronger and healthier than the young people of our towns and cities. This is partly true because of the pure air and water and the outdoor exercise that they have. Then there are other factors such as the absence of many of the temptations to certain vices which tend to destroy the health. And again it is an admitted fact that the country boy lives a more sober life in general, a life that is not broken into by the shows and amusements that steal the rest and sleep of many of the young people of the cities.

The needs of athletics in the rural districts are different from those of the city. They are different because the surrounding circumstances are different, but they are also similar because they still have to do with boys and girls and the object is still that of physical development and preservation of health.

The first reason, then, for country athletics is for the purpose of health. Some, no doubt, are inclined to ridicule this statement. Yet there is many a man who was born and bred in the country and yet who lost his health simply because he formed wrong habits of walking when a boy. Many a country boy is permitted to go about with his shoulders drawn together and a hump between them so large he resembles a hunchback. Oftentimes a boy may be seen going down the road with his face bent toward the ground as if something had taken all the welcome flavor out of his life and all of his happiness was done. And it is not only true of the boys, but also of the girls. Many a young woman has formed habits which if not counteracted will tend to destroy her health and wreck her happiness. We have only to look out upon a crowd of our good country people as they are gathered in our towns and villages on some Saturday afternoon to do their week's trading and plainly see one illustration after another of the very things I am talking about. There we may see men and women who appear old, that are just in the prime of life. Doctors could give us numerous instances of men and women taken to an early grave because their lungs were under developed, or crowded up between narrow shoulders. Such troubles may not be as numerous in the country as in the city, but neither are the people. And even if they were not it is no argument against the correcting of these evils so far as they exist. It may

be true that the majority of country people are strong and healthy and do not suffer from the troubles mentioned. Yet it is just as true that there is not a one of them but would have been helped if he had had a reasonable amount of athletic training. That fact that such conditions as I have described do exist is sufficient to justify the organization of a club for the purpose of remedying the evil.

Then it is a well known fact that our country boys and girls do not possess the beauty of form and grace of movement that characterizes those who have had the advantages of training along that line. The well known awkwardness of the young people of the country is largely due to the absence of proper training and drill. Much of this could be overcome if the country communities were properly organized into clubs or organizations for the correcting of these defects. Beauty is brought about by the proper development of the muscles. Grace is procured by their proper co-ordination. We wonder at the ease with which the skilled musician makes his fingers play gracefully up and down the keys of the piano without missing a note or making a discord. If an untrained person should try even the simplest exercises he would make a ridiculous failure. The difference between the two is that the musician has co-ordinated the muscles of his hands and fingers and trained them to act together so nicely that their movement is almost unconscious and reflex, while the other man has not done so. Even so the country boy and girl will not overcome their proverbial awkwardness till they have trained the various sets of muscles of their bodies to act in accordance with each other. This can and is done to a large extent by the various athletic exercises that are in common use today.

There are many other reasons, that might be considered profitably, for the organization of country athletic clubs, but the most vital of them seems to be the opportunity for creating a community interest. Miss Carney in her book, "The Country Life and the Country School," says, "The farm problem, in its most fundamental aspects, is the problem of maintaining a standard people or our farms," or as Professor Liberty Hyde Bailey choicely put it, it is the problem "of developing and maintaining on our farms a civilization in full harmony with the best American ideals." In the past there has been a constant tide of the choice sons of our rural districts pouring into our cities. At the present time whole families are being swept into the "whorl of things," and the most of the schemes and contrivances to cause "a back to the farm" movement have failed to stem the tide. The problems of keeping the youth of the present generation upon the farms and of preparing them for country life in its fullest and richest sense is an issue of fundamental concern in our national welfare. This problem can be solved only "by making country life adequately and permanently satisfying." There can be little doubt concerning the power of athletic organizations to help toward this end. Today is the time when more attention is paid to athletics than at any time in the history of our country. Few indeed are the boys, who, when it comes time to choose the college they shall attend, do not ask the questions, "Do they have athletics at this school, and does that college have a winning team?" The college professors know that it means a great deal to their school in the way of advertisement, to have a winning team. Even so if athletics is rightly organized and properly controlled it will do much toward supplying the necessary interest needed to keep our boys on the farm. It is not claimed that this is the solution of the whole problem, but that it is one of the many things that ought to be done. If the thoughts of the youth are turned toward the city the only way we can keep the boys at home is to create such an interest there that his thoughts will be there also.

If then it is decided that a country athletic club would be a good thing, it is next in order to discuss the nature of the organization. It may be stated at the start that the object of true athletics is not to win the game but to develop the player. There is little doubt that our present ideas of athletics should be revolutionized. Men play the game today to

win and nothing else. It is just this idea that is causing our colleges and clubs to spend thousands and thousands of dollars every year in the training of just a few men who are already the finest specimens of physical manhood that can be found. The result is that we have a few men over trained as most any good doctor will testify, and a large number of men left with little or no training. In this way the man who needs the training most is left out and gets no training at all, or practically so. It would be well to keep this in mind while shaping any organization designed to meet the needs of country conditions.

Truly this is an evil hard to remedy. It is hard to overcome the spirit of the age, especially with such a difficult proposition as this presents. However it is not a hopeless case. Let us bear in mind that the organization should provide for the needs of boys as well as for young men and for girls as well as for young ladies. Above all it must not be forgotten that the claim of either sex should not be allowed to take precedence over that of the other. Not all of the money should be spent in developing a base ball team, but basket ball, tennis and track work should receive their just attention. The material with which to work, the time in which to work, and the difficulties peculiar to each community should be carefully considered. In each and every instance a judicial amount of common sense should be used.

As for the fabric of the organization and for its working out in various details, these things under proper stimulus and wise direction, will grow up in a natural way. At first there will be only the isolated clubs of a school district or community here and there. Gradually these may grow into a county organization and these may co-operate with organizations of the surrounding counties. Later on, when such organizations have developed sufficient strength and scope, a state organization may be formed. Whether or not this is a wise program is not the object of this paper. The wisdom of such a course is open to discussion and it may be truly stated there is much to be said on either side.

As the organization becomes more complex more officers will naturally be required. In a simple unit of a school district or single community there will be only a few officers needed. It is not necessary for this paper to deal with necessary equipment of any particular organization except to state that the usual officers will be needed.

There remains but one question to be dealt with and that is how can such an organization be brought about. The ways are "Legion" and only a few can be dealt with here. In the first place, in as much as the teacher is occupying the center of the stage for some eight or nine months of the year and has the shaping of the interest and activities of the young people of the neighborhood closest in hand, we might place this burden upon her along with her other numerous duties. But let us remember this that if she assumes this responsibility she must avoid taking too prominent a part or making the organization depend too much upon her. The next year she may not be in the same community and her successor may not be interested in the organizing of athletic clubs. For this reason the teacher should find some one in the neighborhood who is capable and willing to become the leader of the movement. He may not be an ideal person, but he will do to begin with and he will improve as the time passes along. The teacher must content herself with being "the power behind the throne."

But how can an interest be aroused in these things? First, by talking about them. Few great things are accomplished by any people until they are first fully discussed, and turned upside down and inside out. Get the children interested and enlist their aid. With a little urging they will help to overcome the opposition of the reluctant fathers and mothers and win their help for the cause. Enough interest may be created in this way to start the work on a small scale and once started it will soon win the confidence and support of the neighborhood.

A second way is to quietly gather the boys and girls, and by self-sacrifice and heroic effort, procure enough funds to make a small start. Then

by giving a demonstration of the practicability and utility of such a plan enthusiastic adherents will be gained.

But above all seize upon the opportune time, the psychological moment and push plan with all the strength of purpose and energy of will that you possess. Many a choice piece of legislation has failed to pass simply because it was introduced at the wrong time. Let us bear in mind that this as well as all other matters should be governed by sound judgment and common sense.

STANDARDIZING OF GRADES FOR RURAL GRADUATION.

Co. Supt. Geo. K. Gilpin, St. Joseph.

The Standardizing of Grades for Rural Graduation is a vital question in every rural school. I know that we have various systems of conducting and grading in this state, and I am of the opinion that none of our county superintendents are satisfied with any of the systems. I am also certain that the county superintendents will not agree with all of the plans that I shall advocate, but I shall say at the beginning of this subject that I think perfect freedom should be given the teacher to do the best work in her own way; that is the highest good of the child should be the sole aim of the teacher and all school authorities, without the slightest regard for false standards. The teacher who strives for examinations and promotions can never really teach. The only true motive that should govern the teacher must spring from the truth found in the nature of the child's mind and the subject taught. A grade in most schools stands for little, except in mathematics or similar branches of exact science, it is impossible to apply an exact scale of marking. Different teachers have different ideas about the value of a paper. There are some educators that would discard the examination altogether, but the examination seems to possess certain virtues as an educative process that counteract in some measure its deficiencies as a test either of knowledge or of the efficiency of instruction. The examination furnishes a motive for better work for both pupil and teacher.

The proposition that must be met by every county superintendent is to understand the situation in his county and how to secure the best results. I have seen various methods tried, and I do not know of any that is satisfactory in every respect. Buchanan County has conducted examinations for Rural Graduation for the past eighteen years, and during that period I have been a close observer of the different methods that were introduced in order that the examinations of the eighth grade pupils might stand for something in our educational system. The only way that the grades for Rural Graduation can be standardized and give the desired results will be a system where all papers for Rural Graduation are graded through the office of the county superintendents of schools. I realize that this will necessarily cause an increased amount of work in the office, but I am certain that the additional work will bring greater results than any other system that you have in operation.

The quarterly examination questions should be sent to the teachers sealed and to be opened on a certain day. These questions should fit the text and the course of study. The teacher should make no change in the questions, after the quarterly examination, the grades of Class A should be sent to the county superintendent and kept on file in his office. This will give him an opportunity to understand the grading of different teachers. I have seen many teachers that I considered excellent, with the exception of their system of grading. Some teachers are striving to make a good impression on the pupils and patrons by giving high grades, others are too sympathetic and think that their pupils know the subject better than their class work and examination papers indicate. When all papers are graded through the office of the county superintendent, the teacher is relieved of one of her greatest burdens. This is especially true of the conscientious teacher. In many districts, influential parents often request the teacher to graduate their children when the children are not good sixth grade pupils. This works a

great hardship on the teacher and has often been the cause of many changes in the teachers from year to year.

Pupils and patrons should be given to understand that all pupils must spend at least two years in Class A before they can take the final examination for graduation. I believe it is a good plan to permit the teacher to grade all of the papers of the pupils who are in Class A for the first year. The superintendent should accept these grades from the teachers, but the last year's work in Class A should, in all cases, be graded through the office of the superintendent. When this system is used, I know that Rural Graduation will stand for something, and that our Rural Graduates will have the proper foundation when they are permitted to bid farewell to the rural schools.

THE PERMANENT IN OUR SCHOOL SYSTEM.

George Melcher, Kansas City.

Some of the permanent principles in our state school system are:

First. State Control—Most fundamental is the principle that in Missouri we have a state school system. See the Missouri State Constitution, Article XI, Section 1. This section makes our schools state institutions. The state is interested in the education of all its citizens, and has full control of the school system. Every school director is a state officer, every school superintendent and school teacher is an official of the state. The schools are governed and controlled under state laws, taxes are levied and collected in accordance with state laws.

No local government, either county, township or municipal, can dictate to the public school system. Many possibly do not realize the full value of this state control of our school system. The independence of our schools from local control and local alliances is due wholly to this principle of state control.

Second. Financial Control and Support—Sections 2 and 7 of Article XI further emphasize the principle of state control in relation to the financial support of the schools, and require each General Assembly to appropriate at least 25 per cent of the state revenue for the support of the public schools. All will agree that this is a permanent principle. For, unless the state gave financial assistance to schools, it would not justly be entitled to any control over the schools. The state school fund, when rightly distributed, tends to equalize school opportunities for the youth of the state. The pupils living in the poorer sections of the state are entitled to as good educational opportunities as those living in the wealthier parts of the state. Only the state can equalize these opportunities. So the principle of a state fund for education is fundamental. While the amount of that fund should be much greater than it now is the principle is permanent. For nearly three decades the General Assembly has given one-third of the state revenue to the public schools, a practice that it is hoped will be continued.

Third. Permanent Funds—Sections 6, 7, 8, 9 and 10 of Article XI of the Constitution, while too voluminous to quote here, are sound in principle. These sections provide methods of raising and conserving a public school endowment fund. While at least eleven other states have larger endowment funds than Missouri the principle is sound and should be permanent. We owe much to the wisdom of our statesmen who incorporated this wise provision in the Constitution of the state.

Fourth. No Public Funds for Private Schools—This principle is a permanent one. However much at times schools controlled by private or religious bodies may desire aid from the state such aid can never be granted. Were such aid allowed, it would produce endless strife and much injustice. We owe much to the wisdom of our statesmen who incorporated this provision in our constitution.

Fifth. State University Maintenance—Section 5 of Article XI provides that the General Assembly may "aid and maintain the State University."

The requirement of state support for the university is a permanent principle.

In addition to these constitutional principles there are many statutory principles that are of such high merit as to warrant a place among the permanent in our educational system.

First. The statutory provisions for carrying out the idea of state control of schools are most of them very wise and should be permanent. The general control of the state over the course of study in both high schools and elementary schools, with the power of state to inspect and classify high schools is very important. Previous to the appointment of state high school inspectors the University of Missouri had volunteered to visit and classify all of the higher grade high schools. This work of inspection raised very rapidly the quality of high school work in the state. The inspection and supervision of the high school should certainly be maintained and a similar inspection and supervision of the elementary schools should be provided in all the medium sized and small towns.

Second. The Licensing of Teachers by the State. No one who has studied the variability of standards, the influence of personality, local prejudices and favoritism in local certification will fail to favor state certification of teachers, not only for a part of our teachers, but for all of them. State certification of teachers is a principle for which we should stand firmly.

Third. State Control of the Preparation of Teachers is a Fundamental Principle, and a Permanent One—This principle was first made operative when State Normal Schools were established. The school of Education of the State University is also a permanent department of our state school system.

State control of the preparation of teachers has been further extended in recent years to include courses in education in high schools. While these teacher-training courses are new they have so fully demonstrated their value, in the brief space of two years, that they may be regarded as permanently established. Only in 1915 did the legislature extend the principle of state control of the preparation of teachers to the large cities by providing for the establishment in the three largest cities of state controlled and state aided city teacher-training schools. The fundamental principle underlying all this teaching in education is that the training of teachers for the public schools of a state is a state function. In no state can well-trained teachers be secured without state control. The four avenues for the exercise of this function are: The state normal schools, the school of education of the university, the teacher training courses in high schools and city teacher-training schools. These four kinds of schools, when adequately supported, will enable the state to guarantee to its children well trained teachers.

Fourth. The Apportionment of State School Funds and State Aid—The establishment of a state fund for educational purposes can be justified on three grounds only: (1) That this fund is to be used to equalize educational opportunities; (2) that this fund is to be used to equalize burdens; (3) that a state fund enables the state to encourage by special aid forms of education or kinds of schools that are of special value and need initial help. The third purpose is illustrated in the use of state aid to encourage instruction in agriculture and to encourage the consolidating of schools.

There are about ten principal methods of apportioning state funds. These ten methods, with their modifications and combinations, produce almost as many methods as there are states. The most vicious of these methods is the one that apportions public funds according to the assessed value of property. This method violates every principle of state aid as given above. Since by this method the state merely collects money for school purposes and sends it through the hands of state officials and involves a large amount of clerical work and yet, after a heavy expense has been incurred, sends the money back to the same localities from which it came. It does not help to equalize educational burdens or opportunities, and does not make possible any encouragement of special forms of education. Distributing according to the census of the entire population or according to school census is almost as vicious as the first method. The fundamental principles of

state aid are violated, however, when the census basis is used the educational burdens are re-adjusted slightly, but not equalized, as has been shown by Mr. Cubberley in his book, "School Funds and Their Apportionment." In this book Mr. Cubberley has clearly set forth the permanent principles that must ultimately underlie the distribution of state school funds. Mr. Cubberley has made the most thorough study of the apportionment of school funds of any man in this country. After a thorough investigation of all the facts relating to the apportionment of school funds he reached the conclusion that the major part of all state school funds should be distributed on a double basis, namely, teachers and attendance, while from 10 to 25 per cent of the fund should be set aside for special aid to weak school districts and to encourage special types of schools or forms of education.

In 1909 the first law providing for special state aid in Missouri was framed and the first state aid was granted in 1910. The amount was less than \$14,000.00 and was to rural schools. In 1911 the law governing aid to rural schools was made more liberal, and each legislature since that time has increased the amount of aid for weak rural schools until now every school that has an average daily attendance of fifteen pupils and levies 65 cents on the \$100.00 for school maintenance may have an eight months' term of school at \$40.00 to \$50.00 per month.

In 1913 special state aid was provided for high schools under the Wilson act; also special aid provided for teacher-training work in high schools and for consolidated schools in the rural districts.

In 1911 the state changed from the method of apportioning state school funds on a census basis to the method of apportioning approximately one-half of the state fund on the basis of number of teachers employed and another half on the actual number of days' attendance of all pupils. This method encourages every worthy form of school activity and puts the \$2,000,000.00 of state school funds at work 365 days in each year in making better schools; that is, in securing better attendance, better teachers, better equipment, longer terms of school, less crowded conditions, higher school levies, more high schools, etc. The principle of apportioning the state funds on the basis of teachers and attendance, together with the using of a small part of these funds for state aid purposes is a permanent one and a wise one.

Fifth. In 1905 the Legislature Recognized the Principle of Compulsory Education—Since that time this law has been gradually extended and a child labor law has been placed on the statutes. The principle of the compulsory school attendance is sound. The only need in this regard is that the law be made more rigid than it now is, with better provisions for the enforcement of both the compulsory attendance law and the child labor law.

Sixth. In 1913 a Law providing for Free Text Books for the Public Schools Was Enacted. While this law is an optional one it recognizes the principle that free text books are as necessary to a free school system as are free teachers, free buildings and free school seats. This principle is fundamental and doubtless will never be removed from our statutes, since no state which has heretofore adopted free text books has returned to private ownership of books.

Seventh. For More Than a Quarter of a Century the State Has Recognized the Principle of County Supervision of Public Schools—However, it was not until 1909, or six years ago, that state-wide supervision of county schools was established in Missouri. However, county supervision has proved so helpful to the schools that there is no question as to the permanency of this idea.

Eighth. Educational provisions for the special classes, as the deaf, blind, etc.

Ninth. Provision for evening schools.

Tenth. Encouragement of rural high schools.

SOMETHING THAT IS GOOD ENOUGH TO LEAVE UNCHANGED FOR TWENTY-FIVE YEARS.

Ex-State Supt. R. D. Shannon, Sedalia.

Not many years ago it was generally believed and frequently asserted that when a member of the legislature wished to convince his constituents that he was worthy of the trust they committed to him and felt himself incapable of initiating any other legislation he turned with confidence to the school or road laws and secured amendments thereof. Not only was the school law frequently tinkered because of the foregoing assigned reason but sometimes these legislators were unable to draft the necessary bills.

Let me give an illustration, out of my own experience. A man was elected a member of the house again and again, from a county in Southeast Missouri, whose hobby was amendment of the school law. I learned that a friend of mine drafted his bills for him, and when I met this friend I said: "Colonel S——, I wish you would quit attacking the school law by the bills you draw; am tired of killing them; give me a rest, please." With a broad smile he replied: "I have no interest in these bills, but Mr. B.—— says he cannot draft them, and pays me five dollars to write one along a given line."

At the time of which I write scarcely a lawyer in the state professed to be familiar with the school law. Is it any wonder that this law was full of absurdities, inconsistencies, and contradictions? Is it strange that school officials and patrons, confused by these changes with every session of the General Assembly should conceive a deep seated and lasting prejudice against changes, in general?

Of course there are sometimes other reasons for opposition to new legislation: Such as, failure to recognize changed conditions which render existing statutes inadequate to present needs; failure to realize the essential function of the public school system, and that a high order of education is necessary to the fulfillment of this function; and others not necessary to discuss under the topic in hand.

Because of the fallibility of human wisdom and the almost universal necessity of testing the soundness of our judgments by experience it is best to "make haste slowly;" but that does not mean that we should not move at all for a time that we should permit a law or an institution to stand for a definite time after it is known to have ceased to answer the purpose of its enactment, or establishment.

In view of this proposition it may now be stated that nothing is good enough to stand unchanged for 25 years, or any number of years, unconditionally, except the essential and fundamental principles upon which laws and institutions rest. The opening statements of the Declaration of Independence as to the creation of mankind on a basis of equality, with inalienable rights; the only purpose or justification for government being to secure these rights, and the privilege and duty of the governed to throw off these governments when they cease to answer the purpose of their existence, and establish others, and the declaration of the Constitution of Missouri that "a general diffusion of knowledge and intelligence is essential to the preservation of the lives and liberties of the people" are good examples of these fundamentals. Upon them rest our free public school system and the exercise of such governmental power—expressed in statutes—as may be necessary to maintain and operate it.

In all human interests of community concern there are three classes of people: First, the radical progressive; second, the radical conservative; third, those I choose to designate the conservative progressive, because of their relation to, and influence upon, the other two classes. The first class is a vis a tergo to the second, and the second a salutary check to the unreasoning and unnecessary impulsiveness and onrush of the first, while the third derives its chief value from the virile and efficient force growing out of the combination of what is good in the theories and aims of the other two.

The familiar designation of classes one and two is, respectively, "radical" and "conservative," and both are conveniently grouped under the term **extremists**. These, after all, are valuable citizens, in that the clashing of their view points the true way to the most valuable citizenship—the conservative—progressive—to the general welfare.

It may be well to further describe a member of classes one and two and give an example of each. The radical-progressive derides former educational efforts and institutions because he fails to consider, or understand, the circumstances or conditions then existing. He views them in the light of present needs and possibilities, and goes further, in an effort to apply to the present rules, regulations, and systems that might be necessary for the future, but which would not fit present condition, nor be possible of operation under them.

The radical conservative is he who so treasures the good things of former days that he would retain them unchanged, and resists vigorously every effort to add to or take from the arrangements and methods by which they were obtained, not realizing that conditions have so changed that it would be impossible to realize the same results by the same system or effort.

Many examples might be given, but one of each must suffice. The scientific teaching of agriculture is recognized by all, or nearly all, well informed and thoughtful persons as indispensable to the best interests of the farmer and, through him, of the community. Yet such teaching even in the colleges and Normal Schools has met with ridicule and vigorous opposition from hosts of radical conservatives—and not all of them have yet been placed *hors de combat*. All new things, no matter how meritorious, meet with opposition, which of itself would not be so bad if it were not most frequently unreasoning and stubborn.

Per Contra: To require ability to teach elementary agriculture as a prerequisite to obtaining a teacher's certificate, and to require such teaching to be done in all public schools while not half the required number of teachers are capable of doing the thing required would be radical progressive-ness. The requirements mentioned are upon our statute books, and I am convinced it will not be possible to supply teachers for a great many schools unless the law is disregarded and disobeyed. One of the most egregious blunders of the radical progressive is in securing legislation which says, "Thou shalt" when the people are ready only for *you may*.

In conclusion let it be stated that an institution or system may be good enough to leave unchanged, in its essential features and purposes, for 25 years or many times 25; but it is doubtful that any rules, regulations, forms or methods adopted to operate such system and compass its aims are good enough to leave unchanged for half of 25 years. The system itself, not changed in the above designated respect, will probably need broadening and adjusting to changed conditions and new interests.

Mr. President: I regret that my allotment of time will not permit by way of contrast, a brief summary of the educational conditions in our state 40 years ago and those of today, together with a relation of the development, step by step, of the principal and vital features of the system, and out of my personal experience, some of the difficulties encountered in the struggle for progress. Such a story would be both interesting and edifying to very many of our younger educators.

SHALL WE RESIST OR ENCOURAGE THE TENDENCY TOWARDS CENTRALIZATION OF SCHOOL AUTHORITY?

F. B. Miller, Member Board of Education, Webster Groves.

At the last convention held at St. Joseph, I read a paper before that convention along the same general line that I am today asked to consider. This article last year was published verbatim in the annual report of the St. Joseph Convention. A year has gone by and that is ample time for a man to change his opinions, yet I cannot say that I have materially changed

mine, watching as I do the trend of events, I realize that the things that are in vogue today will be in the discard tomorrow, we really have no present, the past and the anticipation of the future is all that we have, the past to guide our steps, its mistakes to chasten and the future to grow and develop. Today men in school work, same as in any other business, if they are up to the minute, are measuring things by the standard of money, and some of us have asked the question, are we getting our money's worth, that is our money's worth in our educational system be it a large or a small school, it does not matter. Some men are openly stating that we can no longer afford to rely entirely upon local initiative, local enterprise and local willingness for taxation, claiming that we must have larger resources, greater unity or plan a wider field. They say, "Education being a national issue should have a national aid and if this was done every boy and girl in the rural schools would have the same opportunity for schooling as has his or her fellows in the city and larger school centers and this is right, they should have equal advantages, and I do not think it is a wild statement to say that before long congress will co-operate with the states in providing uniform educational advantages, which will, when it comes, materially change our present system.

The education of our children is always considered the chief concern of all, the concern of our civilization, the state compels attendance, names the books, numbers the hours, states the qualification of the teacher, etc. Timid people were much surprised when the compulsory attendance law went into effect. How many good citizens rebelled when we began to have a physician examine the children in the schools, yet both these innovations have more than demonstrated their value.

In this efficiency struggle, getting our money's worth, moving forward with leaps and bounds, plans are being discussed to better our school laws and manner of handling the system, especially to centralize the authority for school management, and there is no doubt that some changes should be made. Some changes in the laws to prevent the designing politician from using the schools as a political pawn, a law that would make it obligatory on all school boards outside of the village and town schools to submit the name of the proposed teacher to the County Superintendent before entering upon a contract with him or her.

A few years ago the county unit idea was just the thing some people told us. Let us look at it for a moment. A county board would have charge of all schools and libraries in the county. This board was to consist of five members, elected at large, all legally qualified voters living outside of city school districts would have a right to vote. It might be possible to get broad-minded men to accept the job, and in some districts where the best material in the district would not take the interest in the schools, would possibly not lose much. Nevertheless the loss of local pride which by the way has for many years been one of the greatest factors in our school system, would be lacking. A better plan would be to let each district continue to do as it now does, continue to manage the greater part of its affairs, especially the physical part of it, emphasizing the desirability of making the school the center of all local activities, educational, moral and social and endeavor to keep the teacher for a period of years, paying him or her twelve months instead of eight as at present, and this teacher being the head of the educational, moral and social work of the community.

The foundation of good schools is good teaching, plus wise supervision. A school will not progress much beyond the ideals of the teacher, but do not forget the real hope of the school is in the awakening and lively mental attitude of the community toward its school, and this I think can best be fostered by letting each community, district, handle its own school problems so far as the physical side is concerned, unless we can get national aid and national uniformity in our laws, or unless we arrive at the knowledge that it is time to cease trafficking politically with our schools as Ohio has recently decided. This state, Ohio, recently put into force a form of centralized authority. Let us see something about it. The county schools are directly under a County Superintendent and district superintendents who

serve under the County Superintendent, these are elected by a County Board of Education, this board is composed of the presidents of the township boards. The Township Boards are composed of the presidents of the various local district boards and the local district boards are elected by the people. I seriously believe this would solve the problem, retain the democracy of the school, preserve local pride and absolutely keep politics out of it. Let us follow it back and see if it has not eliminated the very worst thing in our schools, the politics. The directors of the district are elected by the people of the district same as now. The presidents of the various districts make up the township boards. The presidents of the township boards form the county board of education. This county board elects the county superintendent and the assistant superintendents, as many as are needed.

Each district superintendent would have not less than 20 nor over 60 teachers under him and his work would be governed in the same manner as would be found in any good city school system. The County Superintendent gets half of his salary from the state, that is, up to \$1,500, and his salary above that depends on the wealth of the county. The District Superintendents get at least \$1,000, one-half of which comes from the state. The teachers are not elected, nor re-elected without his recommendation. At his request a teacher may be transferred from one district to another, or from one school to another as is done in any first class city school. District boards look after the physical and financial needs of the school and recommend teachers to the township board, who in turn elect the teachers for the township with the sanction of the County Superintendent and his sub-superintendents.

The County Superintendent and one District Superintendent and one competent county teacher for an examining board to pass on the qualification of teachers desiring certificates.

AGE GRADE CENSUS REPORT.

Prof. J. D. Elliff, Columbia.

In any business enterprise, it is necessary to keep accurate records. This is especially true in so important an enterprise as education. One of the very best evidences of a good administrative officer is an accurate and full set of records. It is quite probable that our schools would suffer by comparison with other business institutions in this respect. The whole matter of school records and reports deserves a more careful study than most superintendents have given it. I think this department of the association could not possibly do a better piece of work than to standardize school records and reports. I should favor, therefore, the appointment of a standing committee to work on this problem for a series of years with the idea of working out a substantially uniform system of records for city and town schools. We shall, of course, ultimately reach substantial agreement and shall standardize our school records. This will mean the elimination of all useless and trivial, time-consuming, nerve-racking torture and will, at the same time give us in permanent, accurate form the information we need concerning the schools of the state, a particular school, or an individual pupil.

Now, two of the most important facts in any school system and the easiest to observe and record are the age and grade of the pupils. If these facts are recorded as shown on the printed form in your hands, they tell much about the workings of the school—more perhaps than any other single form of report. For this reason, I think the age grade census table should be made and published each year. The greater the number of years it is kept, the more valuable it becomes. It shows or can be made to show several very important things. Among them, are the following:

First, the variability of age within the grade. For example, in the fifth grade in the report in your hands, you will notice that there are 155 pupils, one 9 years old, twenty-four 10, forty-four 11, forty-one 12, twenty-three 13, fourteen 14, five 15, one 16, two 17 years old.

Second, it shows the retardation or what is usually called retardation, that is, the old children in an early grade. For example, in the fifth grade, you find two children 16 years old; in the second grade you find one child 17 years old.

Third, it shows the age at which pupils leave school. For example, in the fifth grade, there are two pupils 15 years of age. Next year's age grade census report would probably show that these students dropped out.

Fourth, it gives the best approximation of the number entering school each year. That is, the educational birth rate. This is a very difficult item to determine and has been computed in different ways. Probably the best method of finding it is to add the enrollment in the first, second and third grades and divide this by three. This gives approximately 200 as the educational birth rate of Columbia.

Fifth, it gives data from which with the aid of other facts, it is possible to measure the degree of education received before leaving school. This is much more important than the age at which the children leave school, and just here is a weakness in our present compulsory attendance law. If you will pardon the digression, I wish to say that an attendance law should be based upon the completion of a definite amount of work rather than the age of the pupil. Other things being equal, the school that enrolls the largest percentage of the pupils in the district, that keeps them in school the longest time, and that advances them most regularly and to the highest point in the course is the most efficient.

Sixth, this report tells something of the kind of pupils that leave school. If kept for a term of years, it gives this information very definitely.

Seventh, it isolates the problem of the classification and graduation of all exceptional students, and every superintendent knows that the classification of exceptional pupils—the giving of each pupil just the kind and amount of work he needs and is able to do is one of his most important problems, and most difficult. Knowing the school, the grade, the teacher, and in many cases the individual student, the superintendent can easily isolate the exceptional case and make it a special study. For example, what superintendent, with this report before him, would not try to find out why the 17-year-old girl in the second grade is in the second grade.

Eighth, with the aid of a permanent individual record card, an exact accounting is possible with any given pupil or with all pupils at any time. It enables us to take stock, and every pupil once enrolled is accounted for.

Ninth, lastly the age grade census table gives just the kind of information concerning schools that business men and interested patrons need and want. The report in your hands—which is the best I have seen and which will probably compare favorably with that of any other city in America tells more of the Columbia schools, is better evidence of their efficiency than a hundred printed pages of grades, percentages, punishments, truancies, and verba exaggarations.

If considered only as an administrative device, this report is indispensable to the superintendent. It can, of course, be easily modified to show more than this one shows. Superintendent McCartney, of Hannibal, has worked out some modification of this report, showing the number repeating the grade and certain other valuable items. I have not with me a copy of Superintendent McCartney's report, but I hope he will, in the discussions of this paper, tell you precisely what he has done in this respect.

In conclusion, let me renew my suggestion of the importance of standardizing of reports and make the further suggestion that each superintendent next year make and keep an age grade census report and an individual student's record card.

THE BUDGET SYSTEM.

Mr. F. S. Conley, Member Board of Education, Columbia.

Mr. Chairman and Members of the Missouri State Teachers' Association:

I have served on the school board nearly seven years. During the first four years of my service we managed financial matters in a rather loose

way. One day in July we discovered that we had overdrawn on the sinking fund to the extent of \$10,000. This condition was brought about, first, by allowing the treasurer to deposit all school moneys in one account; second, by appropriating money for various purposes without knowing just what amount was in each fund. To replace the money a rigid system of economy was inaugurated.

In 1913 the budget system was adopted with the following results: Seven new departments were added to the High School, in September; during the year 2,074 pupils were enrolled, an increase of 121 over the enrollment of the previous year; 79 of this increase occurred in the High School. The added departments with equipment for each, the increased enrollment, and the necessarily increased expenses, necessitated an incidental expenditure of \$16,391.74, or \$2,146.06 more than the expenditure of the previous year. \$1,861.10, however, was spent for equipment. In its last analysis, this expenditure shows that the increased enrollment with the seven added departments in the High School cost \$284.96 more than that of the previous year.

The incidental expenditure of 1914-1915 was \$18,482.35. This amount included an addition to one of the ward buildings erected at a cost of \$3,500. This deducted from the above amount shows that the actual incidental expenditure amounted to \$14,982.35, or a saving of \$1,409.39 over that of the previous year. This finally brings me to the point which I wish to emphasize, that is, the advantage of the annual school budget system. This system is an essential guide to both the Board of Education and the superintendent in the expenditure of moneys and the general management of school affairs.

You are, no doubt, asking yourselves the question, "How is it possible to reduce the incidental expenditure and at the same time raise the standard of the schools, care for the increased enrollment and add new departments?" The answer is that the budget system shows the places of leakage such as, first, the purchase of typewriters for the commercial department at an enormous cost when the same may be had for the asking; second, the purchase of Domestic Science equipment, as sewing machines, for much less than wholesale prices because of the advertising features; third, the purchase of school supplies, as chalk, erasers, drawing materials and disinfectants, in large quantities. This plan allows greater discounts and saves extra freight and drayage. For example, formaldehyde for fumigating purposes was purchased at drug stores at \$1.00 per quart but when purchased in 10 gallon lots may be bought for \$1.40 per gallon. Also, by requiring the superintendent or principal to issue an order for all supplies and to check and O. K. all bills before presenting them to the auditing committee, the paying of accounts a second time may be avoided.

In the office of the superintendent of the Columbia Public Schools orders are issued for materials; bills are checked, copied and filed in permanent record; and the number and amount of each warrant drawn in payment of accounts is on record.

During the year of 1914-1915 approximately \$600.00 was saved in the reduction of insurance premiums. A committee was appointed and instructed to systematize the insurance. After careful investigation and a great deal of correspondence with the State Rating Bureau, the committee learned that it could materially reduce the rates by making some improvements. These improvements were made at a cost of \$120.00 and thereby lowered the insurance premiums \$300.00. Upon further investigation, it was found that five of the ward school buildings, insured for 80 per cent of their value or more, could be grouped together under blanket form and another reduction of 25 per cent secured. All policies were, therefore, cancelled pro rata and rewritten in such a way as to allow one-fifth of the premiums to fall due each year.

The board has always proceeded on the theory that the School Board is the legislative body and the superintendent and teachers the executive body of the school system. I do not know who constitutes the judicial body as we have had so little occasion to invoke the judiciary. We try to run our schools just as any well managed business house handles its affairs.

We systematize our expenses and live within our income. After the budget is carefully worked out the superintendent is then permitted to exercise his discretion so far as the expense in the various lines are concerned, but he is not allowed to exceed the budget without the action of the board. The superintendent knows just what amount he can spend in each department and knows how to plan his work systematically. This spirit of system extends to all other lines of school affairs and inspires good work. All the members of the school board are busy men, but they have always been ready to drop their own affairs, when necessary, to attend to the work of the school. They have a sympathetic interest in school matters and are ready at all times to assist the superintendent and the teachers.

By way of summary, I wish to state that our method of rigid economy and careful business management have enabled us during the past three years to (1) purchase equipment and make improvements to the amount of \$11,062.26; to (2) raise the standard of the schools until they rank among the best in the state; to (3) care for the increased enrollment in the High School (378-461); to (4) offer Manual Training in the grades to 101 white boys and to 38 negro boys; to (5) offer Domestic Science to 112 white girls and to 71 negro girls; to (6) increase the teaching force from 49 to 61 regular teachers.

DOES GENERAL SCIENCE HAVE A PLACE IN OUR HIGH SCHOOLS?

Professor J. D. Elliff, University of Missouri, Columbia.

At the present time no definite answer can be made that will apply to all schools. If we know all the facts concerning a given school a satisfactory answer might be given. Theoretically general science should be a constant ..(what?).. in every high school, and should be placed in the seventh or eighth grade, or first or second year of the Junior High School. Whether our high schools will offer this subject at the present time depends upon,

1st. The securing of a thoro trained science teacher who knows and can teach the course and who may be given time to teach it.

2nd. The preparation of a definite course. At the present time the course lacks definite form and content.

DEPARTMENT OF SECONDARY SCHOOLS.

Chairman, W. M. Westbrook, Maryville.
Vice-Chairman, C. E. Chrane, Boonville.
Secretary, Miss Ursula Wild, Oak Grove.

Meeting called to order at 9:00 a. m., November 5, in New Central High School, by Chairman Westbrook.

The chairman appointed the following committee on nominations: Supts. G. H. Beasley, Liberty; G. W. Diemer, Excelsior Springs; J. T. Bush, Fulton.

General subject: "The Movement for the Reorganization of Secondary Education in the United States With Particular Reference to the Public High Schools of Missouri."

(a) The Problem Stated,, Prof. J. D. Elliff, Columbia.

(b) The Reorganization of the Subject Matter of the Seventh, Eighth and Ninth Grades, Supt. L. McCartney, Hannibal. Discussion by Miss Ida Jewett, Kirksville.

(c) The Reorganization of the Subject Matter of the Tenth, Eleventh and Twelfth Grades, Vice-Chairman C. H. Nowlin, Northeast High School, Kansas City. Discussion by Principal H. E. Blaine, Joplin.

(d) The Organization and Administration of the Junior High School, M. G. Neale, State Department of Education, Jefferson City. Discussion by Supt. D. W. Diemer, Excelsior Springs.

(e) The Organization and Administration of the Senior High School, Principal E. E. Dodd, Springfield.

(f) The Movement in Its Relation to College Entrance Requirements, Vice-Chancellor F. A. Hall, Washington University. Discussion by Principal Chester B. Curtis, Central High School, St. Louis.

The committee on nominations reported the following officers who were elected for 1916: Chairman, E. B. Yates, Liberty; Vice-Chairman, Jos. Herring, St. Charles; Secretary, J. A. Crookshank, Excelsior Springs.

The meeting adjourned.

Ursula Wild, Secretary, Oak Grove.

W. M. Westbrook, Chairman, Maryville.

THE REORGANIZATION OF THE SUBJECT MATTER OF THE TENTH, ELEVENTH AND TWELFTH GRADES (ABSTRACT).

C. H. Nowlin, Vice Principal Northeast High School, Kansas City.

If curriculum making has been said to be "the favorite indoor sport of schoolmen," it has been followed with zeal and still occupies a considerable portion of our waking hours. We mechanically change the curriculum by adding a little here and subtracting a little there and call this educational progress. Only as we are able to define the ends of secondary education, and ascertain the educational values of the different subjects now in our curriculums can reorganization make for progress.

I. Period of Critical Inquiry.

Reorganization of the subject matter of the High School curriculum implies dissatisfaction. Either justly or unjustly some of our subjects are under the suspicion of obtaining time and effort "under false pretense" and some are even "booked for investigation." This dissatisfaction is due to the fact that in the last twenty years subject matter in the High School has changed but little, while the student body has changed radically. Then the High School was a selective, semi-aristocratic institution, a ladder between the elementary school and the college; now it is a democratic institution, sweeping in the motor-minded and the book-minded and carrying them toward business, industry, the home and the college. And so, with many new functions thrust upon us we try to do our work with the old tools, many of which are good for certain purposes, but which must be reshaped or reorganized for new purposes.

II. Guiding Principles in the Reorganization of Subject Matter.

1. Reorganization changes should be made for the purpose of a better adaptation of subject matter to the child's mentality. Psychology must furnish this guidance.

2. Reorganization changes should be made to fit the child more perfectly for a productive life in the social group. Sociology must furnish this guidance.

In applying the psychical test shall we not ask: Is the subject matter adapted to the child's development? Is too much or too little expected of him? Is the subject matter given according to a logical order or a psychological order? Is it the best content that could be used to secure both effort and interest? Is applying the social test as suggested by Dr. Snedden shall we not ask: Will this subject matter fit the learner for an occupation; or give him greater physical efficiency; or, give him greater civic or social usefulness; or give him those intellectual and aesthetic tastes and appreciations that make him a cultured member of the community?

III. Application of These Principles to Several High School Subjects.

1. Foreign Languages. It is generally conceded that not all High School pupils are language minded. If this is true not all pupils should be forced to study a foreign language. Considered from the viewpoint of the functional value of foreign language study we have no data showing to what extent it aids in the accurate use of English, gives insight into the life of other times and peoples, or furnishes mental disciplines. However, the presumptions in its favor are so great that we shall continue to recommend Latin or some modern language for many of the High School pupils.

The Commission on Reorganization of Secondary Education (Bulletin 1913, No. 41), suggests these changes in first and second year Latin: (1) In the first year work the teaching of grammatical form and principles, weeks and months before they are needed should be abandoned; and furthermore, first year Latin should not be a preparation for Caesar. (2) In the second year the Gallic war should be replaced by something bright, entertaining and varied.

2. High School English. We note a decided shift in the function of High School English in the report of the Commission of Reorganization of Secondary Education. College entrance requirements are to dominate this course no longer. Notice the pronounced psychological and social criteria in this statement: "A course which fits the life of the school (psychological test) and prepares young people for the life of the home and of the social and industrial community (social test), will, it is now believed, best equip for attendance in higher academic or professional institutions."

In this plan of reorganization oral expression receives emphasis. Ability to read aloud, ability to conduct a public meeting, and "Ability to join in a conversation or informal discussion without wandering from the point and without discourtesy to others," are powers worth cultivating. (Note—Teachers of English will find that Miss Bolenius's, *The Teaching of Oral English*, J. B. Lippincott Co., is very suggestive). In the opinion of the committee, English is made for man, and not man for college-entrance English.

3. Mathematics. Algebra and Geometry. To the psychologist, and to the plain man of common sense, alike, Algebra as now organized and taught, would seem to be unfit for our first year High School students. This is obvious, when we know that the death rate in Algebra I is 30 per cent and in Algebra II is 25 per cent (Note—See *Psychology of High School Subjects* by Dr. C. H. Judd, Ginn & Co.) Geometry is likewise unfit for our second year students for 34 per cent of them perish by the way. Algebra has slain its thousands and Geometry its tens of thousands. If Algebra were placed in the tenth grade and Geometry in the eleventh grade much of this waste of time on the part of pupils and of money on the part of taxpayers might be avoided.

To meet this humiliating situation Doctors Slaughter, Packard and others would omit many of the chapters now included in our Algebras. Doctor Myers would meet it by reconstructing the subject matter. In his First Year Course in Mathematics he combines the more concrete and useful portions of Algebra and Geometry, leaving the more abstract parts to be combined into a Second Year Course in Mathematics. Many marked improvements are shown where this plan is used.

Concerning the social values of Algebra and Geometry so little is yet known that pending a scientific investigation we should require not more than one year of mathematics for all pupils.

4. The Social Studies: Civics, History and Economics. A reorganization of these subjects on the basis of a vital contact with "the life that now is" seems most desirable. Dr. John F. Bobbitt in his *San Antonio Survey* urges this functional point of view most earnestly and convincingly. He agrees with the Commission on Reorganization that a study of such community subjects as city adornment, street cleaning and the milk supply is of greater social value than memorizing the Federal Constitution. (Note—See Bureau of Education, Bulletin 1913, No. 41).

In conclusion permit me to say (1) that Reorganization of Subject Matter in the High School to meet new conditions seems most desirable, and (2) that this Reorganization of Subject Matter should be made on the basis of adjustment to the pupils' capacities and interests, and on the basis of its social value in making good and efficient citizens in the highest and fullest sense of the phrase.

THE ORGANIZATION AND ADMINISTRATION OF JUNIOR HIGH SCHOOLS (SUMMARY).

M. G. Neale, State Inspector Teacher—Training High Schools, Jefferson City.

It is probable that for many small school systems the best plan of organization will be the 6-6 plan, with the upper six grades all housed together. This belief is based on the following four reasons:

1. Two sets of equipment for doing high school work would be too expensive. Many towns are now spending the last cent of their incidental fund for library and laboratory material.

2. It would not be possible to afford a suitable principal for a separate junior high school in the smaller places.

3. One excuse for the junior high school in a small place is that it will enable the administrative officers to employ teachers who are to some extent specialists. These specialists are desirable as teachers in the upper three grades. With a small number of pupils in the high school the superintendent cannot ask for a sufficient number of teachers to get specialists in many lines or teachers of special subjects. If the seventh and eighth grades are combined with the high school the superintendent can ask for two or three extra teachers and this offers a much desired opportunity for securing teachers who can teach special subjects and thus the whole high school course of study can be enriched.

4. I think it would be better to house the seventh and eighth grades with the high school than to house the ninth in an elementary school. One of the reasons for attempting this new plan of organization is that it is not smothered with tradition. I am afraid if the ninth grade is housed in the elementary school that tradition will keep the instruction throughout very much the same as it is now, especially if some of the old grade teachers are retained.

There are certain points which I suggest as being worth the careful thought of any superintendent contemplating a change of the 6-6 or 6-3-3 plan:

1. There is perhaps no virtue in the 6-6 or 6-3-3 plan as such. The main argument for it is what it will enable you to do for the boys and girls of the seventh, eighth and ninth grades in the way of enrichment and differentiation of courses. It takes hard work and constant supervision.

2. The junior high school idea is in many ways dangerously progressive. No superintendent should undertake it who has not carefully determined whether or not the resources and spirit of his community will permit him to make the junior high school a success.

3. To have a real junior high school, there must be a differentiation of courses to meet the needs of individual pupils. This means the offering of electives and additional expense. It is generally admitted that junior high school instruction will be more expensive than instruction in the grades under the present organization.

4. In Missouri most of the school buildings have been built to accommodate an 8-4 plan of organization. The teaching force has been selected on the same basis. In many of these communities it would involve a great deal of waste to change to the 6-6 or 6-3-3 plan.

5. Perhaps the biggest problem facing the superintendent who adopts this new plan of organization is to get teachers who have the right point of view and who will use the proper methods of instruction. The fact that text and reference books are lacking for the junior high school, and the

further fact that professional schools have not trained teachers for this special field of work make the problem of securing the right kind of instruction a very real one.

6. This reorganization of secondary education means that there must be also a readjustment of elementary education. This is a problem which has received attention in a very general way, but is yet to be solved. If it is not solved, there may be as big a break between the sixth and seventh grade under the 6-3-3 or 6-6 plan as there is now between the eighth and ninth.

7. The adoption of the 6-6 or 6-3-3 plan should be accompanied by some well worked out plan of caring for the social life of the pupils of the seventh, eighth and ninth grades.

THE ORGANIZATION AND ADMINISTRATION OF THE SENIOR HIGH SCHOOL (SUMMARY).

Principal E. E. Dodd, High School, Springfield.

Any plan of reorganization of the public school work involves a large measure of responsibility.

The Junior High School is one of the live issues of the day and much is being written and said in its favor. While this is true, very little has been said or written about the important unit which must follow it, namely the Senior High School. We must therefore speak with more caution than confidence.

It will be safe to assume that the Junior High School is organized to some extent at least on the departmental plan; that a reasonable choice of work and differentiated courses are offered, making possible for pupils a choice which will lead collegeward on the one hand or toward an occupation on the other; that the subjects pursued will be fewer in number with correspondingly longer periods of study and recitation than now obtain in the seventh and eighth grades, and that subject matter, methods and discipline will trend toward the subject matter, methods and discipline of the present day High School. These things granted, what is the opportunity of the Senior High School?

No one need dwell on the prime importance of good morale in any school. If I were the principal of a Senior High School, whose pupils had passed the Junior High Schools, my first great endeavor would be to inspire in the students a morale such as does not exist in the standard high school of today.

In the Senior High School a strong appeal can be made, one which will reach both the pride and better judgment of pupils, to put away childish things. The students enjoyed their childish fling in the grades and to some extent in the Junior High. Here is a new school where in fact, as in name, senior conditions should prevail.

After three years of instruction in the Junior High School, under teachers well chosen and well equipped for their work, by methods which blend with those of the Senior High School, those who enter the tenth grade should have a better attitude toward work and a larger capacity for it than we have been accustomed to expect heretofore. In addition a more advanced type of work could be expected of them. If these expectations should be realized, the senior High School should take fullest advantage to direct the work of the school in such a way as to foster those prime virtues, initiative, individuality and self reliance. As a means of cultivating the characteristics mentioned, I should want to place the work of the Senior High School largely on the laboratory basis. To accomplish this, a longer period of recitation would be necessary, say one hour. Whether it be in primary school, secondary school or university, the right kind of elbow contact has much to contribute towards independence and self-reliance in pupils. The Junior High Schools have the opportunity to start their pupils in the direction of finding themselves in terms of those higher characteristics. But it is in the Senior High School, after this start has been made, when the pupils are

more mature, where these higher qualities should be realized in largest measure.

If the Junior High School, as claimed, is a place for testing out the vocational field, the Senior High School is the place where vocational purpose should become more clearly defined, in many instances fully established. Vocational aims, vocational guidance, in fact vocational interests generally depend upon choice or election in the Junior and Senior schools. If some choice is given in the Junior High School, it is important that a still wider range of election extend to students of the Senior High School.

The articulation between the Junior and Senior High Schools should be as near perfect as administration can make it. Already the Junior High School has partially justified itself, where it exists, by passing over to the tenth grade a larger number of students than is accomplished under the older regime. In turn the Senior High School, should make its work correspond to the conditions which its graduates will find in the vocations and in college and university life. It is just as important that the interval following the Senior High School be well bridged as it is that the one which precedes should be.

THE REORGANIZATION OF SECONDARY EDUCATION IN THE UNITED STATES: THE MOVEMENT IN ITS RELATION TO COLLEGE ENTRANCE REQUIREMENTS.

Chancellor F. A. Hall, Washington University, St. Louis.

Should the topic of my paper be put in the form of a question and a categorical answer be required, the whole situation could be stated in these words: **Topic:** What is the relation of the movement to college entrance requirements? **Reply:** Time alone can tell. But I imagine that such a disposition of the subject would scarcely meet with the approval of my hearers.

Several considerations will undoubtedly have weight in reaching the final solution of the problem. First and most important, the content of the courses in each of the High Schools, Junior and Senior—for instance, is Latin to be begun in the first year of the Junior High School? Whether Greek shall begin with the first year of the Senior High School, or the second year. You may be somewhat surprised that I even mention the language Greek; and you may not be surprised when I inform you that in reviewing a large number of prospective programs for the revised courses of study in these two High Schools I failed to find the word "Greek" mentioned, save in two instances, indicating that in all the plans for secondary education Greek is absolutely ignored. This is no time to enter upon the discussion of the advantages to be derived from the study of that language, but both here and elsewhere I should feel that I was not doing my full duty if I did not say that it reflected great discredit upon the school masters of the country to omit in planning for secondary education a subject of recognized educational value. Again, is any other foreign language to be begun in the first year of the Junior High School, or the second year, or shall there be no study of foreign language previous to the third year of the Junior High School? Is algebra to be eliminated or lessened in quantity, and where is it to be placed? Is arithmetic to be divided so that the more involved portions shall come later than has hitherto been the custom, perhaps occupying a place in the third year of the Junior High School or a place even in some year of the Senior High School? These are but illustrations of the possibilities, since there is a wide divergence of opinion as yet concerning the material to be handled and the time at which it is to be handled.

Another consideration of importance will undoubtedly be the evaluation of courses, or definition of units as applied to High School courses and to the standard fifteen units now generally agreed upon for college entrance. To illustrate: It may be decided eventually that a language begun in the first year of the Junior High School should receive less unit credit than the same language begun at a subsequent year in the Junior High School; and again, that a language continued a second, third, or fourth year in Junior

and Senior High School shall receive an increased value with the additional years, so that if **one** represents its value the first year, **two** would represent its value the second year, **three** the third year, and so on. Again, one of the much discussed questions is whether general science shall not be substituted for one or more of the particular sciences hitherto studied, and if so what its relation to the science requirements for college shall be.

The present High School curricula, while by no means uniform, are nevertheless so nearly parallel that the High Schools of the first grade throughout the country have substantially the same courses of study, and it is now recognized that a school of the first grade in any part of the country has its work so systematized and so specific in quantity, and so standardized in quality, that the colleges safely may rely upon the statement of High Schools as representing the qualifications of their graduates. With material changes in the content of courses and with the experimentation, perhaps unavoidable, of teachers for these two different grades of High Schools, it will take some time before it will be possible to standardize results so as to compare with the present values; in other words, colleges and universities will be unable to pass judgment from their standpoint with the same degree of certainty that they can now pass judgment.

The first vital necessity is a substantial agreement upon the content of the courses in each of the proposed High Schools—a substantial agreement upon the evaluation of the work done in these respective High Schools. A decision will probably also be necessary as to what proportion of the required educational units for college entrance can be attained by the student in the Junior High School, and what proportion in the Senior High School.

All these matters will have to be weighed most carefully, and until they are settled with some degree of conformity there will necessarily be more or less misunderstanding and difficulty in adjusting the proposed new plan to college entrance requirements.

Basing my judgment upon long experience and somewhat careful observation, I am of the opinion that the colleges and universities will be disposed to accept work done in the Junior High School at the full value which the Senior High School authorities have placed upon that work.

In the future, as in the past, local surroundings will have great influence in determining the emphasis laid upon some subjects as compared with other subjects. In the large centers naturally vocational training will receive recognition to an extent which will not obtain in smaller centers; on the other hand, in small centers, and particularly in rural high schools agriculture naturally will be emphasized. The public has always had great influence in deciding just what shall constitute the courses of study in its immediate school, and the school master more often than he is ready to admit is yielding to pressure from outside in arranging a course of study rather than guiding outside opinion. I see no reason to expect that the proposed change of plan will materially affect the situation. Since, then, in spite of such diversified interests as are represented by widely separated localities there have grown up in the high school courses of study similar enough in character to be placed on a par, I am led to suppose that the new plan will bring about the same result, namely, courses which in general are everywhere recognized.

The certificate plan of admission is now so general, at least in the central and western states, as to make it well nigh universal, and my impression is that it is to play a still more important part in the future. The judgment of secondary school men on the fitness of their graduates to enter college has been demonstrated over and over again to be more reliable than the results of an examination conducted by the most fair-minded college men; and even the most conservative of our eastern institutions are being forced by circumstances gradually to join the ranks of those institutions which, wholly or to a large degree, accept statements from secondary schools as to the work previously done and as to the fitness of the applicant for admission to college. I believe the day is not far distant when all institutions of higher learning will admit to their Freshman courses students who are graduates of any standard High School in any part of the country. I personally am in favor of that position, and while aware that even my own in-

stitution would not go so far, I fully expect to see the day when the position which I have stated will be the prevailing one.

Should the proposed plan of the Junior and Senior High School eventually become an established fact I believe that with the standardizing of their courses, the evaluation of units and the adjustment of length of recitation periods, institutions of higher learning will accept graduation as an evidence of the fact that the student applying for admission is ready for work of college grade. Whether he can take this or that particular line of work will, of course, be decided by his previous training, since the continuation of not a few subjects depends upon previous preparation in the same line.

I understand that the North Central Association of Colleges and Secondary Schools, through committees, is already at work upon the solution of some of the problems to which reference has been made above—for instance, evaluation of units. The conclusions reached by this influential body will carry weight, since it represents, as no other educational body in America, the combined interests of higher and secondary education.

You will observe that I have limited my conjectures to the Junior and Senior High School. That I have not occupied all the time allotted to me is deliberately planned, so that Mr. Chester B. Curtis, Principal of the Central High School of St. Louis, may be given additional time in order that he may discuss as a practical measure the experiences of a High School Principal in certifying to many different institutions concerning the qualifications of graduates for admission to college courses. I trust that his allotted five minutes may be increased by the five minutes which I have failed to use, and close with the remark which began my paper, namely, that what effect the proposed changes in High School curricula will have upon the college entrance requirements is a thing which time alone can decide.

THE REORGANIZATION OF SECONDARY EDUCATION IN THE UNITED STATES; THE MOVEMENT IN ITS RELATION TO COLLEGE ENTRANCE REQUIREMENTS (DISCUSSION).

Chester B. Curtis, Principal Central High School, St. Louis.

The logic of Chancellor Hall's advanced position on the subject of certification from secondary schools to colleges is perfectly acceptable; his position most gratifying. The Junior and Senior High Schools will introduce no new problems, but will emphasize three phases of the old one; (1) present practices, (2) a wider application, and (3) greater caution.

Present practices.

It is doubtful if either the examination or the certification method will ever be dispensed with. Pupils privately prepared, those below the standard of certification, boys and girls from schools whose reputations have not been established, will continue to be subjected to entrance examinations, and quite properly so.

In many institutions admission will be properly granted, with or without examination, to special students and to those of legal age for specific purposes. These minor exceptions to the general rule are wise. The certification method of admission for general purposes is the only logical one. This practice must increase, and the examination method decrease.

The college entrance situation as it is: Harvard, Yale, Princeton, Bryn Mawr, and Massachusetts Institute of Technology have abandoned the practice of giving their own examination and have decided to join forces with the College Entrance Board. Moreover, they have reduced their examinations to a very limited number, and are asking for the record for the candidate during his high school course. This change is most significant and probably will mean in the future admission by certificate from accredited schools.

I grant the right of any institution of higher learning, if it is entirely supported by private or invested funds, to set up any standards and practices for admission its overseers may choose, but when supported entirely or

in part by public funds the way into the institution should be open to properly prepared students on the same condition that grammar school pupils are passed from grade to grade and then into the high school.

There is a fundamental principle involved here, applicable from kindergarten to the highest class in the university; i. e., the right of the teacher to judge the development of his pupils. Courses should be articulated for perfect sequence, and students adjudged proficient should be promoted on the word of the teacher giving the course. This practice should obtain from a school of any grade to the institution of next higher grade, university included.

The only supervision or examination to be undertaken by the university should be an inspection, through proper channels, to determine the extent and value of the courses offered in the secondary school, the qualifications of its teachers and its facilities for doing the work for which its claims are made. When such schools are acceptable to the colleges and universities the certification privileges should be extended.

This arrangement puts the examination of the schools as a whole upon the colleges or such associations as represent them, and the judgment concerning the student's preparedness upon the teacher and principal who know his qualifications.

The examination method is not a success.

Of approximately 15,000 examinations taken by candidates for college admission last June, through the agency of the College Entrance Board, only 61 per cent were passed by fully recommended pupils.

Statistics show that at two Eastern Colleges from 50 to 75 per cent of their pupils come from private schools; that a larger percentage of public school candidates fail in entrance examinations than of the private school candidates; but that once in college the relatively small number of public school boys win a very large percentage of all scholarship honors.

While I believe in certification I feel that the privilege should be used with caution and judgment. It is one of the best tonics a principal can have to keep up the standard of his school, because the success of his pupils in college determines for that institution the rating of the school from which the student came. My practice is to certify all graduates of whatever standing to the State University for three reasons:

First. Any pupil who desires further opportunity to advancement at public expense should have the privilege of proving that he can or cannot do the prescribed work.

Second. It is the business of the state to provide for its own future the best possible citizenship through education.

Third. The great majority of our students prove in their courses at the university that the school is qualified to certify its graduates.

Beyond this I must exercise discretion. If one student a year, or an occasional student only is sent to a distant college, care must be exercised to the extent of a practical assurance that the candidate will maintain a splendid record.

The introduction of the 6-3-3 plan or some modification thereof will of necessity lead us into a period of a decade or two in which experiments and adjustments will be in order.

The only rational procedure will be an interpretation of values to courses in the junior and senior high schools on the basis of present accepted values.

Lower schools must certify to the next higher schools to which their courses are articulated, and the universities must credit, as now, all work satisfactorily done as the prerequisites of courses to be taken, whether the accrediting is from senior high school or junior college.

The proposed introduction of lower and upper high schools will occasion more rather than less certification.

This brings me back to the original proposition that the practice of certification will have a wider application in the future than now, and that the privilege must be exercised with an even greater caution and discretion.

DEPARTMENT OF TEACHERS OF EDUCATION.

Chairman, S. C. Brightman, Lamar.
Vice-Chairman, A. L. Threlkeld, Unionville.
Secretary, Kathrine Franken, Chillicothe.

The Department of Teachers of Education met in Kansas City Friday morning, November 5th, at the New Central High School.

Owing to the temporary absence of the chairman, the vice-chairman, A. L. Threlkeld, presided.

The following program was rendered: The Question as a Measure of Efficiency in the Recitation, by Mr. S. E. Davis of the Maryville Normal.

What Determines the Efficiency of a Teacher-Training Class, by Inspector M. G. Neale of Jefferson City.

The Teacher-Training Course of Study, by Superintendent A. L. Threlkeld of Unionville.

This paper was discussed by Superintendent D. E. Tugel of Vandilla, Miss Gertrude Hosey of Montgomery City, Superintendent F. G. Roth of California, Miss Kathrine Franken of Chillicothe, and Miss Ina Northcutt of Carrollton.

The chairman then asked for open discussion of the subject. President Ira Richardson of the Maryville Normal and President Carrington of the Springfield Normal discussed how the work could be simplified and at the same time be made more effective.

A report from the committee on nominations was asked for.

Mr. A. L. Daily, chairman of the committee, reported as follows: Chairman W. E. Tydings, Moberly; secretary, Miss Nellie Mack of Lexington. These nominees were unanimously elected.

The meeting then adjourned.

S. C. BRIGHTMAN, chairman, Lamar.

KATHRINE FRANKEN, Secretary, Chillicothe.

**THE QUESTION AS A MEASURE OF EFFICIENCY IN INSTRUCTION
(ABSTRACT).**

S. E. Davis, Department of Education, Normal School, Maryville.

The best known recent study of questioning is that of Stevens—"The Question as a Measure of Efficiency in Instruction." (Published by Columbia University, 1912). The method of investigation was as follows:

(1) Twenty stenographic records of lessons were made showing all the talking done by teacher and pupils.

(2) One hundred random observations of lessons in various subjects were made to count the number and nature of questions and answers.

(3) Ten selected classes were followed through the activities of an entire day for the purpose of noting the nature of the question and answer stimulus of the group during a school day.

The result of the one hundred observations shows that the average number of questions per class period was eighty-five; the maximum number two hundred, the minimum ten.

In the observation of the work of a class during the school day seventh and eighth grade pupils (groups), and first and second year high school pupils (groups), received from 321 to 516 during the day. In terms of questions per minute this means from one and three-tenths to two and seven-tenths for each minute of class work. The average per day for a class is

305, and Stevens thinks this would be maintained if a week were considered instead of a day. When it is remembered that (presumably), the number of answers equals the number of questions it is evident that a great deal is expected of pupils who are (supposedly) giving a degree of attention to every statement or expression. To shift one's mental attitude 790 times in five periods of class work is no mean feat.

Considering the time element as shared by pupil and teacher the latter uses 64 per cent. It is probable that the teacher's talking record is higher than this, for he certainly has less need of hesitating in order to gain time to think. A study of the stenographic reports show that pupils give one word answers five times as often as teachers use one word questions. Nearly 3 per cent of the answers consists of "yes" or "no." A smaller per cent embrace more than a single complete sentence.

Stevens raises a number of objections to the great frequency of the teachers' questions and the proportion of the teacher's time spent in talking.

- (1) The nervous tension of so many questions is very great.
- (2) The teacher does most of the work; the pupil merely punctuates.
- (3) The Verbal memory and superficial judgment are fostered.
- (4) There is no time to cultivate the art of expression.
- (5) Little that is given to the need of individuals.
- (6) Self-reliance is not developed; knowledge only is displayed.

"The number of questions is not a full measure of the efficiency of instruction, but is a valuable indicator, a prominent symptom of bad teaching." (Stevens, p. 44). A small number of questions does not necessarily indicate good teaching; a large number is an indisputable index of bad teaching, except in the case of somewhat formal linguistic exercises. Qualitatively, **when** and **what** questions are too large a factor as opposed to **how** and **why** questions.

By a less accurate method than that of stenographic reports the writer studied twenty-four high school recitations conducted by twenty teachers. For ten minutes of representative work the words used by teacher and pupils were counted as they occurred. Only observations which were typical of actual tendencies were used. The estimates which follow were then made by counting forty minutes per class period.

Teachers did 58 per cent of the talking; pupils 42 per cent.

Eight teachers marked "S" in personality, 47 per cent; their pupils, 53 per cent.

Eight teachers marked "M" in personality, 61 per cent; their pupils, 39 per cent.

Eight teachers marked "I" in personality, 68 per cent; their pupils 32 per cent.

(A teacher being reckoned for each class period).

Seven first year classes and seven fourth year classes showed no significant difference in the relative amount of time occupied by teacher and pupils. If the fourth year pupil has improved in ability to express himself it must be proved in some other way. The number of questions per pupil during a class period varies from two to twelve. The average amount of time occupied by teacher and pupils in their discussions—the actual number of minutes of talking—includes about 58 per cent of the class period. The time unoccupied may represent thinking or it may mean only waiting. The foregoing data indicate the same conditions as are shown by Stevens, but suggest that personality is a more constant factor in stimulating pupils than is the number or character of questions asked.

In good teaching the quality rather than the number or quantity of questions is important. Unfortunately this phase of the problem does not so readily lend itself to analysis. Form, place in a sequence, content, relation to the individual, and manner of asking may all be vital factors. Apart from class exercises it seems to me that no qualitative judgment can approximate finality. Yet objective standards may be used, and it may be possible to develop a fairly satisfactory scale for judging question and answer exercises. Such a scale should consist of stenographic extracts from class work, ranked according to actual or probable success in achieving results.

Logical requirements should not be forgotten, but logical correctness should be only one of a number of considerations determining the position in the scale of a given sample. As candidates for low places in the scale the following are submitted. They are taken from the work of Missouri high school teachers in first-class schools.

Quality Number.

(a)

Ran away from the masters to the slave? (States). Puts him under—? (Arrest) according to the authority of the? (Law). To protect every citizen of the? (United States). He would have to live in the state a certain length of time before he could? (Vote), and then after he has had a chance to study our laws and customs and all he is supposed to know whether this is against the law or? (Not)

Town laws doesn't have to be as heavy as those of the? (United States) and if they do not agree with the fundamental law of the United States they have to change the law so it will agree with the? (Constitution).

(All questions asked with a strongly rising inflection).

Quality Number ———

(b)

Who was in command at the Battle of Pharsalus? (000) Was it Caesar in command of one side and Pompey of the other? (Yes). — — — (The King of Egypt got him and cut off his head). The King of Egypt cut off his head, did he? (Yes). They'd been friends once too, hadn't they? (Yes). What happened, I want to know (000). Pompey had command of what part of the army? (00) Right flank, hadn't he? (Yes) and usually was appointed for how long? (000).

No final statements concerning questioning are offered. While correlation between skillful questioning and good teaching is not 100 per cent it is very high. It is probably higher than that between good teaching and academic education, or politeness, or industry. The ability to use questions effectively is not the chief qualification of a teacher, but it is exceedingly important. In my opinion and observation poor questioning ability has usually accompanied low scholarship and poor personality, the superior scholarship without professional study fails to guarantee improvement.

While absolute conclusions cannot be drawn such studies as have been made are suggestive. The most general and valuable indication is that all of us need to watch our questions. As teachers of education it is essential that we bring student-teachers to a realization of the importance of applying rigid tests to question and answer work. Perhaps more attention needs to be given to criticism of lists of detached questions. If, in addition to such study, notes of actual class room work showing sequences of questions and answers are collected by pupils and submitted to close analysis and criticism marked improvement in questioning ability should result.

WHAT DETERMINES THE EFFICIENCY OF A TEACHER-TRAINING CLASS (SUMMARY).

M. G. Neale, State Teacher-Training Inspector, Jefferson City.

Dr. F. M. McMurray, in his report on the efficiency of instruction in the New York elementary schools, named four standards for judging the efficiency of instruction:

1. The extent to which motive work is provided;
 2. The extent to which initiative is developed;
 3. Provision for judging the value of subject matter;
 4. The extent to which provision is made for the organization of facts.
- To these he would now add a fifth, namely:
5. Is the work of instructions carried to the point of easy control?

These standards may be adopted as standards for judging the efficiency of the work of the teacher-training instructors.

1. Provision for motive. Pupils should have some definite, specific need which the subject matter assigned will satisfy. This requires—

- (a) Careful thought and planning on part of teachers;
- (b) Omission of some functionless subject matter;
- (c) More frequent assignment of subject matter in connection with concrete problems arising from: 1, observation of regular grade teaching; 2, special demonstration lessons taught by teacher-training instructor; 3, visits to country schools.

2. Development of initiative:

- (a) Initiative is particularly desirable in those who are to become teachers;
- (b) In general no more is done to develop initiative in teacher-training than in other high school classes;
- (c) Initiative might be developed by: 1, making a certain pupil responsible for the complete presentation of a given topic; 2, by having report made in complete form by groups of pupils; 3, by having questions brought up by members of the class on articles in educational magazines; 4, by encouraging members of the class to question each other and to question the teacher;

3. Provision for judging the worth of subject matter. The teacher-training courses offers excellent opportunity for training pupils in judging the value of subject matter since

- (a) So many pages of reference reading are assigned that the most important parts must be selected for complete mastery;
- (b) There must be judgments as to the comparative importance of the topics outlined in the syllabus.
- (c) Educational writers differ in their points of view and opinions. Careful weighing of the value of statements by different authors is therefore necessary if definite conclusions are to be reached.

4. The extent to which provision is made for the organization of facts. Here again the teacher-training course offers an excellent opportunity since—

- (a) There are numerous reference books to be read;
- (b) Many reports are made by members of the class;
- (c) There is much discussion of observation work;
- (d) To get this information into usable form there must be organization of facts.

5. Provision for every control. Much ineffective teaching is due to the fact that teachers simply lead their students up to the "promised land" of definite, usable information and then pass on to other fields. Some teacher-training instructor believe so much in the doctrine of interest or satisfyingness that they forget that this law must be supplemented by the law of repetition and use.

While every means should be used to motivate class work teachers should be sure that the work of instruction is carried to the point of ready and permanent control of certain facts by pupils.

There are two additional ways in which the efficiency of teacher-training instruction might be judged.

- 1. The standing of the class in the state examination;
- 2. The success of the teacher-training graduates as teachers in rural schools;

Examinations such as are given teacher-training classes are not always real tests of the efficiency of instruction. Nevertheless, they may be taken as a somewhat crude indication of its effectiveness.

The following correlations indicate somewhat roughly the things which do and do not determine the standing of a teacher-training class in the state examinations:

1. The co-efficient of co-ordination between the size of cities and the rank of the classes in the 1914-1915 examinations was + .05. This means that a small town is just as likely to have a class making high examination grades as a larger one.

2. The co-efficient of co-ordination between size of the class and the rank on the examination was — .04. This means that there appears to be

no relation between size of class and achievement in the examinations. The classes contained from three to twenty-eight students.

3. The co-efficient of correlation between the ranking given the teacher by the inspector in 1914-15 and the average rank of the class in the examination was $+ .28$. To get an idea of what a correlation of $+ .28$ means it might be stated that the co-efficient of correlation between the grades made by pupils in methods and school management in the May examinations was $+ .40$, psychology and arithmetic $+ .37$, grammar and reading $+ .44$.

4. The co-efficient of correlation between the grades of pupils in their regular high school work and the average grades made in the teacher-training examination was $+ .68$. This indicates very clearly that the greatest determinant of the success of students in the teacher-training examinations is the character of pupils admitted to the class.

Observation of the teaching of teacher-training graduates leads me to make the following statements:

(a) A teacher who has never had experience in primary work doesn't turn out pupils who put much theory into practice in primary reading.

(b) Teacher-training graduates state that the work in observation has been of great help to them.

(c) The law of habit formation which the teacher-training graduates studied in high school does not seem to influence the mechanization of routine in their schools to any great extent.

(d) The way the teacher-training graduate was taught in the grades has much influence on her teaching method.

(e) The forces of conservatism in rural communities sometimes scares the ideas of right procedure in teaching and managing the school out of the mind of the teacher-training graduate.

(f) There is a lack of knowledge of the reference material suggested in the state course of study, indicating that the teacher-training course should secure more real acquaintance with and appreciation of the supplementary material recommended for country schools.

THE TEACHER TRAINING COURSES OF STUDY.

Superintendent A. L. Threlkeld, Unfonville.

I shall try to suggest certain changes for our teacher-training courses of study. I feel sure that we have the best high school teacher-training system of any of the surrounding states, yet I think that minor changes could profitably be made.

In suggesting changes I shall begin with Course One, "Method Through Subject Matter." Instead of the pedagogy of reading with which this year's work now begins I would make a study of the literature which the teacher-training graduates will have to teach in following the State Course of Study for Rural and Graded Schools. It goes without argument that if this literature is to be taught it should be familiar to those who are to teach it.

Furthermore, even if all teacher-training students had read these selections while in the elementary school, their familiarity with them would be insufficient for teaching purposes. No one of elementary school age can get the comprehension of a selection from literature which he can get when a junior or senior in the High School. This deeper appreciation is certainly necessary if the teacher is to inspire his pupils.

This deeper appreciation would give these prospective teachers a propensity for teaching these selections when they have schools of their own. It makes little difference how much the State Course of Study may suggest that a certain classic be taught, little of such work will be done unless the teacher feel a zeal for it.

Another reason why this study of the material for reading should be made is the fact that few high school students are good oral readers. Practically all authorities on the teaching of reading emphatically declare that the first thing in the way of being able to teach reading is the ability to

read, both orally and silently. This plan would offer practice in proper habit formation in oral reading.

In addition to this change I believe that a review of language and grammar is not here necessary. It seems to me that the three English units required for graduation should cover this ground, and if they do not the remedy lies in making them do so. Why excuse the English Department and hold the Teacher-Training Department responsible for this work? These English courses should also take care of the subject matter of grammar to a great extent and thus make it possible to give less time to a review of this subject than is indicated in the syllabus. I do not see sufficient reason why any unit of the teacher-training work should repeat extensively subject matter for which other high school courses should be held responsible. It seems to me that Course One should give primary attention to subject matter which has received little or no specific attention since the pupils left the elementary school.

I should use the time saved by the elimination above suggested for a short course in nature study. Few high school students have had such a course in nature study as is outlined for the rural and graded schools by the State Course of Study. Surely no type of school offers a greater opportunity for nature study work than the rural schools—the schools for which the teacher-training students are being prepared primarily.

I think that the following subjects treated by the syllabus have received little or no specific attention since the pupils left the elementary school, therefore I have no further changes to suggest.

CHANGES IN THE TEACHER-TRAINING COURSE.

Miss Kathrine Franken, High School, Chillicothe.

The Teacher-Training Course has been worked out very carefully. However, there are a few changes that occur to me that may aid in arriving more nearly at the end for which the course was instituted.

The most needed change seems to be a greater length of time for the proper presentation of the subject matter. Only nine weeks are given for teaching each of the four common branches. Moreover this subject matter is to be presented as material which the student will soon be teaching with much emphasis given to method and device. This is difficult to do as the subject matter in reading, for instance, is largely new material, and the students who elect the course in the Junior year know nothing of the principles of method. Likewise the course in psychology with its subject matter so different from anything the high school student has had must be finished in from ten to twelve weeks and this does not give ample time for the observation of the application of the principles of psychology as found in the observation lessons.

The last two defects named can be helped by giving the psychology in the Junior year and the other two courses in the Senior year. Only such phases of the work in psychology should be given as will be of practical value to the young teacher in the school room. Let this work continue for a semester; then following this might be an intensive study of five weeks on the human body and its health, and this in turn followed by school management and administration.

The mastery of the general principles of method as given in course III and the application of these principles to the various common branches seem to exclude time for sufficient observation work and a discussion of the same at the next class period. Then, too, the greater part of this observation work should be done in the rural schools where the student expects to begin his work. Time devoted to such observation only shortens the time allotted to psychology and the review subjects if given as it is now. If Course III and the review subjects are given in the senior year, one course will correlate with the other, and the student will be greatly enforced by his knowledge of psychology received the year before.

The next defect that I have observed is the fact that some of the references are too difficult and others non essential. James Briefer Course is too difficult for high school students; the McMurtry books may well be omitted and the time so spent put on work of more practical value for the young teacher.

Conversation with former graduates of the Teacher-Training Department reveals the fact that not enough practical work and help to the young teacher are made possible in the course. There should be a kind of cadet system established by which the pupil teacher may get actual experience as assistant to a rural or elementary teacher in the class room and on the play grounds. Likewise not enough helps are given to the young teacher to safeguard him from discouragement and perhaps failure in his first year of work. All students should be taught some system of writing, say the Palmer System. This would insure better penmen in the future, and the teacher would know how to proceed with the least expenditure of time and energy. More attention should be paid to educative busy work. This will not only motivate the work but will help to take care of discipline which often is a problem to the young teacher.

In watching the results that are being brought about by teachers that have gone out of our department, I am convinced that the Teacher-Training teacher or a committee of high school teachers of which the Teacher-Training teacher is a member should give an estimate of the pupil's general adaptability for teaching before a certificate is granted. Many pupils that have received certificates with good grades lack in personality or other qualities necessary for an excellent teacher. Such co-operation of State Department and High School will more nearly insure successful teachers where Teacher-Training teachers are employed.

DEPARTMENT UNIVERSITIES, COLLEGES AND NORMAL SCHOOLS.

Chairman, Dr. Paul H. Linn, Fayette.

Secretary, J. H. Scarborough, Warrensburg.

Northeast High School, Kansas City, Nov. 4, 1915.

Meeting was called to order at 2 p. m. by Dr. Paul H. Linn, chairman of the department.

A motion was made and adopted that a committee on nominations be appointed. The chairman appointed Dr. Thompson of Tarkio College, Dr. W. S. Dearmont of Cape Girardeau Normal School, and Dr. McMurtry of Drury College, as members of the committee.

The program was given as printed in the official program of the association. Dr. Dearmont presented a paper on "The Control of Students in Dormitories." Dr. Linn, Dr. Million, Dr. Reid and Professor Jefferson took part in the discussion. Professor J. H. Lawrence, of Park College, gave a talk on, "The Decadence of Public Speaking in Colleges and Universities." A discussion followed led by Mr. Stout, president of Howard-Payne and Dr. Dearmont. "How Large Should Be the Range of Electives for Under-graduates," was the subject of an address by Dr. Black of Missouri Valley College. No discussion followed as the time allotted to the program had expired.

The committee on nominations reported the following officers for the ensuing year: Chairman, E. L. Hendricks, Warrensburg; Secretary, John W. Million, Mexico. The report of the committee was adopted.

The following institutions were represented at the meeting: Cottey College, Central College, Cape Girardeau Normal School, Central Wesleyan College, Chilhowee High School, Drury College, Hardin College, Joplin High School, Kansas City High School, Howard-Payne College, Missouri Valley College, Maryville Normal School, Kirksville Normal School, Lindenwood College, Park College, Tarkio College, William Woods College, William Jewell College, Westminster College, Warrensburg Normal School.

The meeting adjourned at 5 p. m.

DR. PAUL H. LINN, Chairman, Fayette.

J. H. Scarborough, Secretary, Warrensburg.

WHO WILL WIN THIS HANDSOME CUP IN 1916?



Hess and Culbertson Trophy

MISSOURI STATE TEACHERS' ASSOCIATION.

The above is an excellent likeness of a beautiful trophy cup presented by the Hess and Culbertson Jewelry Company, of St. Louis. This trophy will be awarded permanently to the county in the state which has for two years the highest percentage of members of the association. To calculate the percentage divide the number of members in the county by the number of teachers teaching in the county. St. Charles won the cup in 1913 with 117 per cent; Nodaway in 1914 with about 108 per cent; while Clay won in 1915 with 110 per cent. What county will win in 1916? Fees for membership for 1916 may now be sent to E. M. Carter, Secretary and Treasurer, Columbia, Missouri. The fee is only \$1.00 for the year.

BULLETIN MISSOURI STATE TEACHERS' ASSOCIATION

VOL. II. No. 1.

E. M. Carter, Editor

January, 1916

Official Organ of the State Teachers' Association; published quarterly in January, April, July and October, under the direction of the Committee on Publications and Publicity of the Executive Committee.

Entered as Second-Class matter October 28, 1915, at the Post Office at Columbia, Missouri, under act of March 3, 1879.

Annual membership dues, \$1.00 per year; 50 cents of which is to cover cost of the Bulletin. Subscription price to non-members, \$1.00 per year.

To Members:—If you change your address, please notify Secretary E. M. Carter, Columbia, Missouri, giving your old as well as your new address. Address all communications to E. M. Carter, Secretary, Columbia, Missouri.

Next meeting: St. Louis, November 16-18, 1916.

GENERAL OFFICERS FOR 1916.

President, Supt. W. W. Thomas, Springfield.
First Vice-President, Prin. W. J. Stevens, St. Louis.
Second Vice-President, Miss Roxana Jones, Milan.
Third Vice-President, H. T. Phillips, Lexington.
Secretary and Treasurer, E. M. Carter, Columbia.
Railroad Secretary, Philo S. Stevenson, St. Louis.
State Manager N. E. A., W. H. Martin, Kansas City.

SLOGAN FOR 1916.

The slogan for the meeting to be held at St. Louis November 16-18, 1916 is: "Missouri to the Front; Let's make it 12,000 at St. Louis."

LIFE MEMBERS.

There are now 21 life members of the Association. There should be 1,000 and at least 100 of these should be added this year.

THE ST. LOUIS PROGRAM.

President Thomas and the department chairmen are already at work on the program of the St. Louis convention and will no doubt arrange one of the best programs in history of the Association.

COPY OF

STATEMENT OF OWNERSHIP, MANAGEMENT, CIRCULATION, ETC.
of Bulletin, Missouri State Teachers' Association, Published Quarterly at
Columbia, Mo., required by Act of August 24, 1912.

Editor, E. M. Carter, Columbia, Missouri.

Managing Editor, E. M. Carter, Columbia, Missouri.

Business Manager, E. M. Carter, Columbia, Missouri.

Publisher, Missouri State Teachers' Association.

Owners: (If a corporation, give names and addresses of stockholders holding 1 per cent or more of total amount of stock.) Missouri State Teachers' Association.

Known bondholders, mortgagees, and other security holders, holding 1 per cent or more of total amount of bonds, mortgages or other securities:
None.

(Signed)

E. M. CARTER, Editor.

Sworn to and subscribed before me this 11th day of December, 1915.

(Signed)

L. T. SEARCY, Notary Public.

(SEAL)

(My commission expires January 11, 1919.)



PRINCIPAL L. W. RADER, COLUMBIA SCHOOL.
St. Louis,

Who has rendered fine services to the Association as
Treasurer for the years 1913, 1914 and 1915, and whose
work is appreciated by every member.

APPENDIX

**GENERAL OFFICERS AND COMMITTEES AND
DEPARTMENT OFFICERS, 1916.****General Officers and Committees.**

President, W. W. Thomas, Springfield; **First Vice-President,** W. J. Stevens, St. Louis; **Second Vice-President,** Miss Roxana Jones, Milan; **Third Vice-President,** H. T. Phillips, Lexington; **Secretary and Treasurer,** E. M. Carter, Columbia; **Railroad Secretary,** Philo S. Stevenson, St. Louis; **State Manager** N. E. A., W. H. Martin, Kansas City.

Executive Committee: T. E. Spencer, Chairman, St. Louis, 1917; W. W. Thomas, ex-officio, Springfield, 1916; C. A. Hawkins, Maryville, 1917; R. H. Emberson, Columbia, 1919; M. A. O'Rear, Springfield, 1919; H. L. Roberts, Cape Girardeau, 1921; J. A. Whiteford, St. Joseph, 1921.

Reading Circle Board: P. J. McKinley, St. Charles, 1916; C. C. Thudium, Fredericktown, 1917; Mrs. Josephine Greenwood, Kansas City, 1918; Howard A. Gass, ex-officio, Jefferson City; W. W. Thomas, ex-officio, Springfield. **State Manager and Secretary,** E. M. Carter, Columbia.

Sub-Committees of Executive Committee: **Finance:** R. H. Emberson, Chairman; M. A. O'Rear, W. W. Thomas, T. E. Spencer. **Investigations and Legislation:** H. L. Roberts, Chairman; C. A. Hawkins, T. E. Spencer. **Publications and Publicity:** J. A. Whiteford, Chairman; W. W. Thomas, T. E. Spencer.

Special Committees Appointed by the Executive Committee.

Committee on Constitutional and Statutory Code Relating to Education: Chairman, Isidor Loeb, Columbia; Ben Blewett, St. Louis; Howard A. Gass, Jefferson City; W. T. Carrington, Springfield; George Melcher, Kansas City.

Committee on Constitution: Chairman, Walter Williams, Columbia; W. H. Black, Marshall; Wm. P. Evans, St. Louis; S. E. Davis, Maryville; W. S. Dearmont, Cape Girardeau.

Committee on Smith-Hughes Bill: Chairman, E. M. Bainter, Kansas City; John R. Kirk, Kirksville; J. Kelly Wright, Columbia.

Joint Library Committee: T. J. Walker, Jefferson City; Miss Alice Blair, Warrensburg.

Committee on Simplified Spelling (Continued): Chairman, John R. Kirk, Kirksville; W. Y. Foster, Springfield; Miss Martha Letts, Sedalia; Miss Esther Pratt, Carthage; Miss Nellie Buhrmeister, Poplar Bluff.

Committee on Teachers' Salaries: Chairman, E. E. Dodd, Springfield; N. L. Garrison, Shelbyville; T. J. Walker, Jefferson City.

Committee on English in the Grades (Continued): Chairman, Miss Virginia Craig, Springfield; Miss Beulah Brunner, Maryville; Miss Elinor Byrne, St. Louis.

Legislative Committee (Terms expire November, 1916): Chairman, J. D. Elliff, Columbia; W. W. Martin, Cape Girardeau; D. W. Clayton, Jefferson City; George Melcher, Kansas City; B. G. Shackelford, St. Louis; Wm. Robertson, Webster Groves; Howard A. Gass, ex-officio, Jefferson City.

Department Officers, 1916.

Educational Council: President, John P. Gass, Sedalia; Secretary, Mrs. Myrtle Threlkeld, Shelbyville.

Commercial Training: Chairman, R. A. Grant, St. Louis; Secretary, Milan B. Wallace, St. Joseph.

Missouri Association of Applied Arts and Science: President, Lewis Gustafson, St. Louis; Vice-President, Miss J. Casey, Kansas City; Secretary, Mrs. W. W. Badgley, Springfield.

Classics: Chairman, Walter Miller, Columbia; Vice-Chairman, S. A. Jeffers, Fayette; Secretary, Mrs. Gertrude Liggett, Kansas City.

Elementary Schools: Chairman, C. H. Hitchborn, Slater; Secretary, Miss Cozette Groves, Lees Summit.

Missouri Society of Teachers of English: President, Roy Ivan Johnson, Kansas City; Secretary, Miss Amanda Beaumont, St. Joseph.

Missouri Society of Teachers of Modern Languages: President, A. H. Nolle, Columbia; Secretary, Miss Gertrude von Unwerth, Kansas City.

Romance Division: Vice-President, Chas. Collins, St. Louis; Secretary, J. Warshaw, Columbia. **German Division:** Vice-President, A. H. Nolle, Columbia; Secretary, Miss Gertrude von Unwerth, Kansas City.

Missouri Folk-Lore Society: President, Miss Mary A. Owen, St. Joseph; Secretary, C. H. Williams, Columbia; Treasurer, H. M. Belden, Columbia.

Missouri Society of Teachers of History and Government: President, E. C. Griffith, Liberty; Vice-President, Miss Callie Varner, St. Joseph; Secretary, J. E. Wrench, Columbia.

Missouri Association of Teachers of Home Economics: President, Miss Edna Kissinger, St. Louis; Vice-President, Miss Elizabeth Nowel, Warrensburg; Secretary, Miss Bab Bell, Columbia.

Kindergarten and Primary: Chairman, Miss Cora L. English, Kansas City; Vice-Chairman, Miss Beulah Brunner, Maryville; Secretary, Miss Frances A. Burris, St. Joseph.

Libraries: Chairman, Paul Blackwelder, St. Louis; Vice-Chairman, Ward H. Edwards, Liberty; Secretary, Miss Kate Dinsmore, Kansas City.

Missouri Society of Teachers of Mathematics and Science: President, E. B. Street, Independence; Secretary, L. D. Ames, Columbia; Treasurer, A. J. Schwartz, St. Louis. **Mathematics Division:** Vice-President, F. W. Urban, Warrensburg; Secretary, H. T. Wells, Lamar. **Science Division:** Vice-President, J. E. Wildish, Kansas City; Secretary, Felix Rothschild, Kirksville.

Music: Chairman, E. L. Coburn, St. Louis; Secretary, Miss Lena Spoor, Kansas City.

Missouri School Peace League: President, E. L. Hendricks, Warrensburg; Secretary and Treasurer, Miss Esther Crowe, Kansas City; Vice-Presidents, John R. Kirk, Kirksville; Louis Theilman, New Madrid; J. A. Koontz, Joplin; W. H. Black, Marshall; W. S. Dearmont, Cape Girardeau.

Rural Schools: Chairman, H. T. Phillips, Lexington; Secretary, Miss Jeanette White, Martinsburg.

School Administration: President, Herbert Pryor, Mexico; Secretary, Miss Roxana Jones, Milan. **City Superintendents' Division:** Chairman, G. W. Diemer, Excelsior Springs; Vice-Chairman, F. G. Roth, California; Secretary, C. E. Chrane, Boonville. **County Superintendents' Division:** Chairman, T. R. Luckett, Sedalia; Secretary, Miss Gertrude Thompson, Tarkio. **School Board Division:** Chairman, F. B. Miller, Webster Groves; Secretary, Allen D. Morrison, Green City.

Secondary Schools: Chairman, E. B. Yates, Liberty; Vice-Chairman, Joseph Herring, St. Charles; Secretary, J. A. Crookshank, Excelsior Springs.

Teachers of Education: Chairman, W. E. Tydings, Moberly; Vice-Chairman, D. E. Tugel, Vandalia; Secretary, Miss Nellie Mack, Lexington.

Universities, Colleges and Normal Schools: Chairman, E. L. Hendricks, Warrensburg; Secretary, J. W. Million, Mexico.

Geography: Chairman, A. E. Parkins, Columbia; Secretary, C. E. Martson, Springfield.

Missouri Parent-Teachers Association: President, Mrs. J. B. McBride, Springfield; Vice-President, Mrs. Norman Windsor, St. Louis; Secretary, Mrs. J. S. Farrington, Springfield.

Reading and Public Speaking: Chairman, Harry A. Miller, Maryville; Vice-Chairman, H. E. Blaine, Joplin; Secretary, A. W. Vaughan, Cape Girardeau.

CONSTITUTION AND BY-LAWS OF THE MISSOURI STATE TEACHERS' ASSOCIATION.

Preamble.

In order to elevate the standard of teaching, encourage professional advancement and promote the educational welfare of the state of Missouri, we, the undersigned, do hereby form a body corporate, having its principal place of business at Jefferson City, Missouri, and governed by the following:

CONSTITUTION.

Article I.

Name.—This corporation shall be known as the Missouri State Teachers' Association.

Article II.

Membership.—Any person actively engaged in the profession of teaching or interested in that profession may become an active member by the payment of the annual fee of \$1, or a life member by the payment of \$10.

Article III.

Officers.—The officers of this Association shall be: President, three vice-presidents, secretary, railroad secretary and treasurer. There shall be an executive committee composed of six members, two of whom shall be elected at each meeting, provided that on the adoption of this constitution, the first executive committee of six members shall be at once elected, two for two years, two for four years, and two for six years. The president of this Association shall be ex-officio a member of the executive committee.

Article IV.

Duties of Officers.—The president shall preside at the annual meeting and deliver an address during the meeting.

In case of the inability of the president to serve, the vice-presidents, in their order, shall perform the duties of president.

The secretary shall keep a record of the minutes of the Association. He shall be secretary of the executive committee and of the Reading Circle Board and shall devote his entire time to the duties of his office. Under the direction of the executive committee, he shall prepare the proceedings of the Association for publication, manage the Reading Circle business, and perform such other duties as the executive committee may require.

The treasurer shall keep the funds, except the permanent funds and shall pay only such funds as have been audited by the executive committee, keeping vouchers therefor, and shall make a detailed report at the beginning and close of each meeting.

The executive committee shall see that all measures ordered by the Association are carried into effect, prepare the program of annual meeting and provide each member of the Association with a copy at least one month before the annual meeting. The executive committee shall have in charge the finances of the Association and the enrollment of members; they shall be held responsible for the enrollment fee of every member. They shall designate the amount to be expended for the annual meeting, but in no case shall it exceed two-thirds of the receipts of the previous year. They shall consult with the state manager and state director of the National Education Association, and report to this Association as to the amount which should be appropriated for state headquarters at the National Education Association. They shall recommend to the Association investment of its permanent funds and report annually the condition of such funds.

Article V.

Vacancies.—All vacancies, except in the office of president, shall be filled by the president, but such appointees shall hold office only till the general election at the annual meeting next following (Amended 1901).

Article VI.

Compensation.—The secretary shall receive such compensation as may be determined by the executive committee. No other officer or member of the Association shall receive any compensation whatsoever.

Article VII.

Departments.—The Association shall consist of the following departments:

1. Department of Universities, Colleges and Normal Schools.
2. Department of School Administration.
3. Department of Secondary Schools.
4. Department of Elementary Schools.
5. Department of History.
6. Department of Science.
7. Department of Mathematics.
8. Department of Music.
9. Department of Manual Arts.
10. Department of Classics.
11. Educational Council.
12. Department of English and Modern Languages.
13. Department of Libraries.
14. Department of Rural Schools.
15. Department of Teachers of Education.
16. Department of Household Arts.
17. Department of Missouri Peace League.
18. Department of Commercial Training.
19. Department of Kindergarten-Primary Teachers.

Other departments may be added by application of ten members in writing, to the executive committee.

Each department shall select its own officers, make its own program and report proceedings to the secretary of the Association within ten days after adjournment.

Article VIII.

State Reading Circle.—The State Reading Circle shall be encouraged in every possible way by the Association. It shall be governed by a board consisting of five members, as hereinafter provided. They shall select such publications and arrange such courses of study as in their judgment may lead to the better professional equipment of the teachers of the state and to the strengthening of habits of profitable reading among the pupils of the state. They shall make a report of all their proceedings at the annual meeting of the Missouri State Teachers' Association.

Article IX.

Amendments.—This constitution may be amended at any regular meeting of the Association, provided notice is given in time for publication with the annual program.

Article X.

There shall be a legislative committee consisting of six appointive members and the State Superintendent of Public Schools as an ex-officio member. This committee shall be appointed by the executive committee in even years, the first committee to be appointed in 1914. Each member shall serve for a period of two years.

BY-LAWS.

Law I.

Meeting.—The annual meeting shall be held at such date, and place as may be determined by the Association.

Law II.

Appointive Committees.—The president shall appoint and have printed with the program each year the following committees: Resolutions, Necrology.

The Reading Circle Board shall consist of five members as follows: The president of the Association, the State Superintendent of Public Schools and three members of the Association not on the executive committee, one appointed each year for a term of three years. The board shall elect its chairman and its expenses shall be paid by the executive committee out of a fund derived from the proceeds of the sale of books.

In none of the foregoing committees shall a member be elected or appointed to succeed himself.

Law III.

Election of Officers.—On the afternoon of the first day of the regular session, members of the Association from each congressional district shall meet in a place designated by the president of the Association, and elect one member of the Committee on Nomination of Officers, and one member of the Committee on Time and Place. When, from any cause, a committeeman is not elected from any district, the president of the Association shall appoint a member from that district.

The Committee on Officers shall meet on the afternoon of the second day and nominate candidates for the following offices: President, first, second and third vice-presidents, railroad secretary, treasurer, two members of the executive committee and one member of the Reading Circle Board. The secretary shall be chosen by the executive committee for a term not to exceed four years. When the report is made, the adoption of the report by an ordinary method of voting shall constitute the election of officers, unless by motion a ballot be ordered.

Law IV.

Voters.—Only those holding certificates of life or annual membership are entitled to vote, and such certificates shall be exhibited to the tellers before the ballots are accepted, but badges may be provided for members by the executive committee and these may be taken as evidence of membership in collecting ballots.

Law V.

Papers.—Each paper read before the Association, or any department thereof, shall be furnished the secretary for filing or publication if demanded by the executive committee.

Law VI.

The proceedings of this Association shall be governed by "Roberts' Rules of Order."

REPORT OF STATE MANAGER. N. E. A.

W. H. Martin, State Manager, Kansas City.

I made the promise that the manager would make the headquarters just as good and just as useful as the money set aside for this purpose would permit, more money being voted for headquarter purposes than was ever voted before. I felt that it was incumbent upon me to put forth every effort to make the headquarters better, more serviceable and more useful than ever before. How well I have done this I am willing for those who were there to testify.

To start with, we were well located, had commodious and attractive quarters and were thoroughly advertised. Then in addition our decorations were appropriate and educational. Moreover, they were uniquely arranged and attractive. Many favorable compliments were made on this little display at our headquarters. We were able to so arrange the decorations and display work as to show the different classes of schools, i. e., Colleges, the University, the Normal Schools and the Secondary Schools. The whole arrangement presented a system and invited inspection and inquiry. The year books, bulletins, folders, pictures and reports sent in gave solidity to the decorations and caused many people to linger and examine them.

The San Francisco Chronicle had this to say about the Missouri reception and headquarters: "Missouri's headquarters are easily the most attractive of any so far noticed and the reception given Wednesday afternoon was a very unique affair. A stream of people were coming and going for more than two hours. Music, refreshments and a social good time made up the program of the occasion. We might well say to other states, 'Go Thou and do likewise.'" I am still of the opinion that Missouri should not fail to maintain commodious and suitable headquarters at every meeting of the N. E. A. and that the manager should not be stifled in his efforts to make these headquarters what they should be—an honor and an educational and social up-lift to the state.

The following is the program announced in the circular letters sent out to superintendents, principles and teachers in the state and published in the bulletin of this Association and also in the Missouri School Journal: "Missouri Headquarters will be opened Monday, August 16th, in Rooms 245 and 247, Oakland Hotel. On Tuesday afternoon, the 17th, from four to five o'clock there will be a business meeting of Missouri teachers at headquarters. On Wednesday afternoon from four to six o'clock, the regular annual reception of Missouri teachers will be given at headquarters. On Thursday and Friday afternoons, the manager will keep "Open House" from four to six for all Missouri teachers and their friends, and any others who may wish to call at headquarters. Saturday, August 21st, is designated as 'N. E. A. Day' on the Exposition grounds. During the forenoon of that day, those in charge of the Missouri Building at the Fair are expected to keep open house for all Missouri teachers." The only variation in this program was that the business meeting was held Monday afternoon instead of Tuesday as was announced. This change prevented a number of teachers from being there who otherwise would have been present. At this meeting State Superintendent Gass was chosen State Director, and W. H. Martin, State Manager for the ensuing year.

It was thought by many of the leading school men of the state that the late date of the meeting and the great distance, together with the expense of the trip, would necessarily make the attendance from the state very small. No one thought there would be more than 40 or 50 teachers from Missouri in attendance, but more than 100 registered at headquarters, and there were at least 40 more in attendance who did not register. I am pretty sure that there were at least 150 Missouri teachers in San Francisco and Oakland at this time.

The financial report of the manager has been turned over to the Executive Committee and will be published in the report of the association. All bills, vouchers and receipts have been turned in and about all that need be said at this time is that the manager spent nearly all that was voted for headquarter purposes, as his report will show.

OFFICIAL ROSTER OF OFFICERS OF THE MISSOURI STATE TEACHERS' ASSOCIATION SINCE ITS ORGANIZATION IN 1856.

(Incorporated December 12, 1900.)

The Missouri State Teachers' Association was organized as the Missouri Teachers' Association at St. Louis in May, 1856. The name was later changed to the Missouri State Teachers' Association.

The following list gives as completely as the records show the number of meetings, places and date of holding the same, and the names of the presidents, secretaries and treasurers:

1. St. Louis, May, 1856. President, William T. Luckey; Secretaries, W. C. Wilcox, J. H. Reed; Treasurer, C. L. Oliver.
2. St. Louis, May, 1857. President, William T. Luckey; Secretaries, W. C. Wilcox, E. May; Treasurer, C. L. Oliver.
3. Jefferson City, July, 1858. President, W. H. Lewis; Secretaries, J. H. Reed, W. C. Wilcox; Treasurer, C. L. Oliver.
4. St. Louis, July, 1859. President, G. C. Swallow; Secretaries, W. T. Harris, C. S. Pennell; Treasurer, C. L. Oliver.
5. St. Louis, July, 1860. President, C. S. Pennell; Secretaries, W. T. Harris, Richard Edwards; Treasurer, Lucius Kingsbury.
(During the years 1861, 1862, 1863, 1864 and 1865 no meetings were held. The officers during that time were: President, James Love; Secretaries, W. T. Harris, Richard Edwards; Treasurer, Lucius Kingsbury.)
6. St. Louis, June, 1866. President, E. B. Neeley; Secretary, A. E. Holcomb; Treasurer, George P. Beard. (The Association was reorganized this year.)
(In the year 1867 no meeting was held. The officers were: President, T. A. Parker; Secretary, George P. Beard; Treasurer, A. J. Higgins.)
7. St. Louis, May, 1868. President, T. A. Parker; Secretary, Ira Divoll; Treasurer, A. J. Higgins.
8. St. Louis, May, 1869. President, Daniel Read; Secretary, F. C. Woodruff; Treasurer, A. G. Abbott.
9. Sedalia, December, 1870. President, C. M. Woodward; Secretaries, E. C. Clark, Madison Babcock; Treasurer, A. C. Abbott.
10. Chillicothe, December, 1871. President, Geo. P. Beard; Secretaries, Lucy J. Maltby, Geo. L. Osborn; Treasurer, H. M. Tallman.
11. Kirksville, December, 1872. President, J. Baldwin; Secretary, R. C. Norton; Treasurer, J. M. Greenwood.
12. Warrensburg, December, 1873. President, Oren Root, Jr.; Secretary, R. C. Norton; Treasurer, J. M. Greenwood.
13. Jefferson City, December, 1874. President, Geo. L. Osborne; Secretary, R. C. Norton; Treasurer, J. M. Greenwood.
14. Mexico, December, 1875. President, J. M. Greenwood; Secretary, R. C. Norton; Treasurer, J. J. Campbell.
15. Jefferson City, December, 1876. President, R. C. Norton; Secretary, J. M. White; Treasurer, J. J. Campbell.
16. Sedalia, June, 1877. President, A. W. Terrell; Secretary, C. H. Dutcher; Treasurer, J. J. Campbell.
17. Carthage, June, 1878. President, R. D. Shannon; Secretary, H. W. Prentis; Treasurer, J. U. Barnard.
18. St. Louis, June, 1879. President, C. H. Dutcher; Secretary, H. W. Prentis; Treasurer, W. H. Lynch.
19. Columbia, June, 1880. President, N. J. Morrison; Secretary, C. M. Woodward; Treasurer, Clara Hoffman.
20. Sweet Springs, June, 1881. President, F. Louis Soldan; Secretary, C. M. Woodward; Treasurer, Clara Hoffman.
21. Sweet Springs, June, 1882. President, T. R. Booth; Secretary, D. R. Cully; Treasurer, Clara Hoffman.
22. Sweet Springs, June, 1883. President, H. M. Hamill; Secretary, C. M. Woodward; Treasurer, J. A. Quarles.
23. Sweet Springs, June, 1884. President, W. E. Coleman; Secretary, J. L. Holloway; Treasurer, J. A. Quarles.
24. Sweet Springs, June, 1885. President, N. B. Henry; Secretary, F. V. Loos; Treasurer, J. A. Quarles.
25. Sweet Springs, June, 1886. President, Anthony Hayes; Secretary, J. L. Holloway; Treasurer, J. A. Quarles.
26. Sweet Springs, June, 1887. President, H. K. Warren; Secretary, R. E. Olham; Treasurer, A. F. Fleet.
27. Sweet Springs, June, 1888. President, W. T. Carrington; Secretary, W. D. Christian; Treasurer, T. Berry Smith.

28. Sweet Springs, June, 1889. President, S. S. Laws; Secretary, L. E. Wolfe; Treasurer, W. J. Hawkins.
29. Sweet Springs, 1890. President, W. D. Dobson; Secretary, W. H. Martin; Treasurer, T. Berry Smith.
30. Pertle Springs, June, 1891. President, A. F. Fleet; Secretary, A. S. Coker; Treasurer, T. Berry Smith.
31. Pertle Springs, June, 1892. President, W. J. Hawkins; Secretary, A. L. Whitaker; Treasurer, T. Berry Smith.
(In the year 1893 no meeting was held. The officers were: President, H. W. Prentis; Secretary, A. H. Morgan; Treasurer, J. P. Gass.)
32. Pertle Springs, June, 1894. President, H. W. Prentis; Secretary, A. R. Morgan; Treasurer, J. P. Gass.
33. Pertle Springs, June, 1895. President, J. T. Muir; Secretary, L. J. Hall; Treasurer, E. D. Luckey.
34. Pertle Springs, June, 1896. President, J. M. White; Secretary, E. D. Luckey; Treasurer, J. A. Merrill.
35. Sedalia, December, 1896. President, W. H. Martin; Secretary, J. A. Whiteford; Treasurer, J. A. Merrill.
36. Jefferson City, December, 1897. President, J. R. Kirk; Secretaries, L. W. Rader, Lucy B. Fulton; Treasurer, J. A. Merrill.
37. Jefferson City, December, 1898. President E. D. Luckey; Secretary H. E. DuBois; Treasurer, J. A. Merrill.
38. Jefferson City, December, 1899. President, R. H. Jesse; Secretaries, Oliver Stigall, Marie L. Turner; Treasurer, E. D. Luckey.
39. Jefferson City, December, 1900. President, W. H. Black; Secretary, J. H. Markley; Treasurer, E. D. Luckey.
40. Kansas City, December, 1901. President, W. S. Dearmont; Secretary, W. J. Stevens; Treasurer, D. L. Roberts.
41. St. Louis, December, 1902. President, J. A. Whiteford; Secretary, J. D. Wilson; Treasurer, R. H. Jordan.
42. St. Joseph, December, 1903. President, G. B. Longan; Secretary, S. P. Bradley; Treasurer, R. H. Jordan.
43. Columbia, December, 1904. President, Ben Blewett; Secretary, C. A. Phillips; Treasurer, R. H. Jordan.
44. Jefferson City, December, 1905. President, C. E. Miller; Secretary, J. N. Tankersley; Treasurer, V. E. Halcomb.
45. Moberly, December, 1906. President, J. M. Greenwood; Secretary, J. N. Tankersley; Treasurer, Arthur Lee.
46. Joplin, December, 1907. President, J. D. Elliff; Secretary, E. M. Carter; Treasurer, L. L. Hall.
47. Kansas City, December, 1908. President, Howard A. Gass; Secretary, E. M. Carter; Treasurer, W. M. Oakerson.
48. St. Louis, December, 1909. President, B. G. Shackelford; Secretary, E. M. Carter; Treasurer, F. M. Underwood.
49. St. Joseph, November, 1910. President, J. A. Koontz; Secretary, Luther Hardaway; Treasurer, F. D. Tharpe.
50. Hannibal, November, 1911. President, John W. Withers; Secretary, Luther Hardaway; Treasurer, F. D. Tharpe.
51. Springfield, November, 1912. President, Uel W. Lamkin; Secretary, E. M. Carter; Treasurer, F. D. Tharpe.
52. St. Louis, November, 1913. President, Wm. P. Evans; Secretary, E. M. Carter; Treasurer, L. W. Rader.
53. St. Joseph, November, 1914. President, C. A. Phillips; Secretary, E. M. Carter; Treasurer, L. W. Rader.
54. Kansas City, November, 1915. President, A. Ross Hill; Secretaries, Wm. P. Evans and E. M. Carter; Treasurer, L. W. Rader.
55. St. Louis, November, 1916. President, W. W. Thomas; Secretary, E. M. Carter; Treasurer, E. M. Carter.

Executive Committees, 1900-1916.

The present Constitution was adopted in 1899 and the first Executive Committee appointed in 1900. The president of the Missouri State Teachers'

Association is ex-officio a member of this committee. The secretary is not a member. A complete list of members and secretaries follows:

1900—W. H. Black, Chairman; Oliver Stigall, George H. Howe, George T. Murphy, L. W. Rood, J. A. Merrill, W. H. Lynch, J. H. Markley, Secretary.

1901—W. S. Dearmont, Chairman; Oliver Stigall, George T. Murryhy, L. W. Rood, L. W. Rader, J. D. Elliff, W. H. Lynch, W. J. Stevens, Secretary.

1902—J. A. Whiteford, Chairman; George T. Murphy, L. W. Rood, E. H. Stroeter, E. E. Dodd, J. D. Elliff, G. V. Buchanan, J. D. Wilson, Secretary.

1903—G. B. Longan, Chairman; L. W. Rood, E. E. Dodd, G. V. Buchanan, Ben Blewett, J. C. Jones, J. D. Elliff, S. P. Bradley, Secretary.

1904—Ben Blewett, Chairman; E. E. Dodd, J. C. Jones, G. V. Buchanan, J. D. Elliff, W. S. Dearmont, F. D. Thorpe, C. A. Phillips, Secretary.

1905—C. E. Miller, Chairman; E. E. Dodd, G. V. Buchanan, J. C. Jones, J. D. Elliff, F. D. Tharpe, W. S. Dearmont, J. N. Tankersley, Secretary.

1906—J. M. Greenwood, Chairman; J. D. Elliff, G. V. Buchanan, W. S. Dearmont, Ben Blewett, F. D. Tharpe, H. D. Demand, J. N. Tankersley, Secretary.

1907—J. D. Elliff, Chairman; F. D. Tharpe, H. D. Demand, W. S. Dearmont, G. V. Buchanan, Ben Blewett, E. M. Carter, Secretary.

1908—Howard A. Gass, Chairman; W. S. Dearmont, F. D. Tharpe, Ben Blewett, H. D. Demand, M. A. Boyes, George Melcher, E. M. Carter, Secretary.

1909—B. G. Shackelford, Chairman; F. D. Tharpe, W. S. Dearmont, H. D. Demand, Ben Blewett, J. D. Wilson, George Melcher, E. M. Carter, Secretary.

1910—J. A. Koontz, Chairman; H. D. Demand, Ben Blewett, J. D. Wilson, George Melcher, S. A. Underwood, W. L. Barrett, Luther Hardaway, Secretary.

1911—John W. Withers, Chairman; G. V. Buchanan, Ben Blewett, J. D. Wilson, George Melcher, S. A. Underwood, W. L. Barrett, Luther Hardaway, Secretary.

1912—Uel W. Lamkin, Chairman; J. D. Wilson, George Melcher, S. A. Underwood, W. L. Barrett, T. E. Spencer, C. A. Hawkins, E. M. Carter, Secretary.

1913—Wm. P. Evans, Chairman; J. D. Wilson, George Melcher, I. I. Cammack, W. L. Barrett, T. E. Spencer, C. A. Hawkins, E. M. Carter, Secretary.

1914—C. A. Phillips, Chairman; W. L. Barrett, I. I. Cammack, C. A. Hawkins, T. E. Spencer, Wm. P. Evans, R. H. Emberson, E. M. Carter, Secretary.

1915—A. Ross Hill, Chairman; W. L. Barrett, I. I. Cammack, C. A. Hawkins, T. E. Spencer, Wm. P. Evans and M. A. O'Rear, R. H. Emberson, Wm. P. Evans and E. M. Carter, Secretaries.

1916—T. E. Spencer, Chairman; W. W. Thomas, C. A. Hawkins, R. H. Emberson, M. A. O'Rear, H. L. Roberts, J. A. Whiteford, E. M. Carter, Secretary.

Vice-Presidents, 1900-1916.

Prior to the adoption of the present Constitution in 1899, the number of vice-presidents varied three to ten. Under the new Constitution there are three vice-presidents elected annually. The following is a complete list of those who have served since the adoption of the new Constitution:

1900—First, H. D. Demand; second, L. N. Gray; third, J. A. Whiteford.

1901—First, S. A. Underwood; second, J. A. Whiteford; third, J. D. Elliff.

1902—First, Ben Blewett; second, J. R. Hale; third, G. W. Richardson.

1903—First, E. B. Craighead; second, M. J. Armstrong; third, W. D. Christian.

1904—First, W. C. Sebring; second, L. W. Rood; third, R. H. Emberson.

1905—First, C. A. Phillips; second, W. D. Grove; third, Mary Jean White.

1906—First, T. Berry Smith; second, J. Richmond; third, Louis Theilmann.

- 1907—First, W. D. Grove; second, J. C. Lilly; third, J. F. Osborne.
 1908—First, B. G. Shackelford; second, J. A. Thompson; third, William A. Annin.
 1909—First, M. A. O'Rear; second, John S. Collins; third, M. R. Floyd.
 1910—First, C. H. McClure; second, E. E. Dodd; third, R. B. D. Simonson.
 1911—Firsar, Ira Richardson; second, A. R. Coburn; third, Uel W. Lamkin.
 1912—First, A. R. Coburn; second, W. D. Grove; third, J. A. Bell.
 1913—First, Louis Theilmann; second, Frankie Connell; third, W. E. Veerkamp.
 1914—First, I. I. Cammack; second, S. A. Baker; third, A. R. Coburn.
 1915—First, Miss L. R. Ernst; second, W. W. Thomas; third, I. N. Evrard.
 1916—First, W. J. Stevens; second, Miss Roxana Jones; third, H. T. Phillips.

Railroad Secretaries, 1884-1916.

Below is a complete list of Railroad Secretaries since 1884. Prior to that time the records do not show the names of any secretaries:

- 1884—R. N. Dunn; 1885—G. W. Krall; 1886—I. C. McNeil; 1887—G. B. Logan; 1888—J. T. Buchanan; 1889—J. M. Shelton; 1890—C. H. Dutcher; 1891-1895—John R. Kirk; 1896—F. D. Tharpe, G. V. Buchanan; 1897—C. W. Thompson; 1898—J. U. White, 1899-1905—W. J. Hawkins; 1906—W. J. Hawkins, L. W. Rader; 1907—L. W. Rader; 1908—E. E. Dodd; 1909—A. S. Green; 1910—F. C. Shaw; 1911—L. McCartney; 1912—E. E. Dodd; 1913—Philo S. Stevenson; 1914—J. A. Whiteford; 1915—W. T. Longshore; 1916—Philo S. Stevenson.

Reading Circle Board, 1901-1916.

Below is a complete list of the members of the Reading Circle Board, as provided by the new Constitution, and also of the State Managers of the Missouri State Teachers' Reading Circle:

- 1901—G. V. Buchanan, President; W. T. Carrington, Secretary; W. S. Dearmont, John R. Kirk, J. U. White. State Manager, Howard A. Gass.
 1902—J. A. Whiteford, President; W. H. Johnson, Secretary; John R. Kirk, W. T. Carrington, G. V. Buchanan. State Manager, Howard A. Gass.
 1903—G. B. Longan, President; W. H. Johnson, Secretary; W. T. Carrington, John R. Kirk, Hattie D. Sutton. State Manager, Howard A. Gass.
 1904—Ben Blewett, President; W. T. Carrington, Secretary; W. H. Johnson, Hattie D. Sutton, John S. Collins. State Manager, Howard A. Gass.
 1905—John S. Collins, President; W. T. Carrington, Secretary; C. E. Miller, J. D. Wilson, Hattie D. Sutton. State Manager, Howard A. Gass.
 1906—J. M. Greenwood, President; J. D. Wilson, Secretary; W. T. Carrington, John S. Collins, Lillian Neville. State Manager, Howard A. Gass.
 1907—Arthur Lee, President; J. D. Elliff, Howard A. Gass, J. D. Wilson, Lillian Neville. State Manager and Secretary, Luther Hardaway.
 1908—Arthur Lee, President; Lillian Neville, M. A. O'Rear, Howard A. Gass. State Manager and Secretary, Luther Hardaway.
 1909—W. W. Charters, President; Arthur Lee, M. A. O'Rear, Howard A. Gass, B. G. Shackelford. State Manager and Secretary, Uel W. Lamkin.
 1910—W. W. Charters, President; M. A. O'Rear, L. E. Brous, J. A. Koontz, Howard A. Gass. State Manager and Secretary, Uel W. Lamkin.
 1911—W. W. Charters, President; W. M. Oakerson, L. E. Brous, John W. Withers and W. P. Evans. State Manager and Secretary, Uel W. Lamkin.
 1912—L. E. Brous, President; W. M. Oakerson, John P. Gass, William P. Evans. State Manager and Secretary, Uel W. Lamkin.
 1913—W. M. Oakerson, President; John P. Gass, Geo. H. Reavis, Wm. P. Evans. State Manager and Secretary, Uel W. Lamkin.
 1914—G. H. Reavis, President; John P. Gass, P. J. McKinley, Wm. P. Evans. State Manager and Secretary, W. M. Oakerson.
 1915—Nelson Kerr, President. P. J. McKinley, C. C. Thudium, Howard A. Gass, A. Ross Hill. State Manager and Secretary, Wm. P. Evans and E. M. Carter.

1916—P. J. McKinley, President; C. C. Thudium, Mrs. Josephine Greenwood, Howard A. Gass, W. W. Thomas. State Manager and Secretary, E. M. Carter.

(Note: The President of the Missouri State Teachers' Association and the State Superintendent of Public Schools are ex-officio members of the Reading Circle Board.)

State Managers for Missouri at the N. E. A., 1857—1916.

Year 1857-58, W. T. Luckey; 1858-59, N. D. Terrell; 1859-60, W. B. Starke; 1860-63, R. Edwards; 1863-66, C. F. Childs; 1866-69, A. E. Holcomb; 1869-70, D. Reid; 1870-71, J. Baldwin; 1871-72, Lucy J. Maltby; 1872-73, W. T. Harris; 1873-74, O. Root; 1874-75, Johonnot; 1875-76, Grace C. Bibb; 1876-77, J. Baldwin; 1877-78, S. S. Laws; 1879-80, W. T. Harris; 1880-81, F. L. Soldan; 1881-82, Grace C. Bibb; 1882-83, J. Fairbanks; 1883-84, C. M. Woodward; 1884-85, J. M. Greenwood; 1885-86, E. H. Long; 1886-88, S. S. Laws; 1888-89, C. H. Dutcher; 1889-90, R. C. Norton; 1890-91, L. E. Wolfe; 1891-92, R. C. Norton; 1892-95, J. T. Buchanan; 1895-99, J. R. Kirk; 1899-03, W. T. Carrington; 1903-05, Ben Blewett; 1905-07, W. J. Hawkins; 1907-11, J. M. Stevenson; 1912—, W. H. Martin.

Persons noting mistakes in the above list will please write the secretary, pointing out such mistakes and thereby confer a favor. It is desired that the list be made as nearly accurate as possible.

E. M. CARTER, Secretary,
Missouri State Teachers' Association, Columbia.

REPORT OF THE COMMITTEE ON THE JUNIOR HIGH SCHOOL PLAN.

Introductory Statements. In the 1914 report of the United States Commissioner of Education, Professor Thomas H. Briggs of Columbia University, gives an excellent statement of the development and present status of the Junior High School Movement. From this report and from the sources opened by its publication a large part of the data presented by your committee has been secured. School men who are interested in the "Junior High School Movement" will do well to read the Briggs report if they have not already done so.

A recent study made by Professor C. O. Davis, of the University of Michigan, also deserves the serious consideration of those interested in the movement.

The committee desires to express its appreciation of the Briggs report and of the many reports, circulars, and letters sent us by officials who have Junior High Schools under their direction.

Since the report is submitted by a committee but one of whose members has a Junior High School under his charge, the committee desires it clearly understood that the report is almost wholly a statement of opinions of others and that these opinions are presented as opinions of school men and do not necessarily bear the endorsement of the committee.

Elements of Difference Between Elementary and Secondary Education. The Junior High School as a unit in the educational system usually includes grades seven and eight belonging to the elementary school and grade nine, the first of the four years of the American High School. Since the new unit under consideration covers a part of two fields of education, that we may get a clear understanding of its function, it is thought desirable to re-state some of the principal elements of difference between Elementary and Secondary Education.

Elementary and Secondary Education. The periods under consideration have been distinguished with reference to the mental maturity of the pupils concerned in the following three ways: First, with respect to the method employed; second, with respect to the subject matter treated; and third, with respect to the educational product expected.

As to Method Employed. In the elementary period the treatment of subject matter should be essentially inspirational in character while secondary education should emphasize the self-revelation of the pupil through an appeal to reason and judgment. The pedagogical treatment in the elementary period should result from a psychological study of the child mind while secondary education should stress the logical sequence of events.

As to Subject Matter Treated. In former times elementary education dealt with the branches commonly termed, "The Three R's." These are now covered and almost buried in the enrichment of socially valuable subjects through the consideration of which the "Three R's" are supposed to be mastered. Secondary education deals with the standard subjects of general information and trains in the arts of civilized life.

As to the Educational product expected. Elementary education should aim to train the pre-adolescent child to a point of reasonable facility in the forms and instruments which make further mental development readily possible while secondary education should give the pupil a fund of general information and an attitude of mind which will lead him to rationally interpret his experiences and those of others as a firm basis of future conduct.

Since the late elementary and early secondary periods include the period of adolescence, and system covering these periods should recognize this fact and gradually adjust itself to meet the needs of the child in choice of subjects and in method employed.

The Beginnings of the Junior High School. The present movement toward an equal division of the twelve years of General Education into a six-year elementary and a six-year Secondary period dates back to the 1905 meeting of the National Education Association, in which Mr. E. W. Lyttle asserted that secondary education should begin as soon as the elementary pupil has gained the tools with which he may gain a higher education. Following this meeting the Department of Secondary Education appointed a committee of five, with Mr. Lyttle and Mr. G. P. Morrison as chairman, and this committee reported to the Association in 1907, 1908 and 1909. The first two reports give the Economic and Educational arguments for assigning equal intervals to the periods of Elementary and Secondary Education, while the 1909 report states that "The change to the six-six division is inevitable and is even now taking place in various ways to meet local conditions."

The following arguments are sometimes presented against the 8-4 plan:

(1) The eight-year elementary and four-year secondary plan is generally accepted as an accident of development and finds little justification in Comparative Education or Psychology. It is beginning to lose ground in the logical demands of local conditions.

Mr. R. E. Cook of Globe, Arizona, writing in the School Board Journal of May, 1915, states that "Japan has quite recently organized her schools on the six-six plan, and that the period of Elementary Education lasts but six years in France, in Germany, and in England."

Mr. Cook says further that "owing to the short school term prevalent (often not more than five months), in the United States shortly after the organization of the first high school it was deemed necessary to extend the elementary training over a period of eight years. Moreover, the teachers were often poorly prepared and the equipment scanty. It should not require as much time now, even with the enriched curriculum."

(2) Subjects formerly taught in the high school have been pushed down into the grades causing a congestion in the upper elementary period. The public and teachers alike are unwilling to relieve this congested condition by a return to the three R's. There seems to be a demand for relief in the content of the subjects taught by the elimination of certain topics in some subjects and of necessary repetitions in others rather than by a return to the old limited field, which it is claimed does not fit present economic and social conditions.

The losses at the ends of the seventh and the eighth grades constitute a reproach to the educational system. Commissioner Claxton states, "A

reason for so many pupils quitting is that the seventh and eighth grade studies are very similar to those of the lower grades; the pupils use their memories rather than their imaginations. Any plan which promises to lessen the losses is worthy of consideration."

(3) The break from the elementary school to the high school comes for many children when compulsory education laws cease to demand school attendance. Parents and children are thereby confirmed in the idea that the elementary education is all that is needed. Besides, the break between the elementary school and the high school at this time suggests leaving school and so makes it easier to leave. If the break came earlier at twelve or thirteen the majority of children would be in the junior high school doing advanced work under improved conditions, when they reached the limit of the compulsory age. For this reason a much larger number would remain for more high school work than now enter high school.

To meet these conditions a new unit has been organized so as to allow no convenient stopping place for a boy at the 14-year period and thus "tide him over" the stormy breakers of adolescence. The new unit thus meets more perfectly the needs of the adolescent child.

(4) It is hard to assign a reason as to why there should be such a wide difference between the eighth grade and the ninth that at present many eighth grade graduates are confused and even fearful of the high school work. It is asserted that the exchange of the one well known teacher for several teachers, with each of whom only a slight acquaintance will be developed, offers a gloomy prospect for the 14-year old child, especially when he realizes that the change in method will be coupled with a change in the content of the course of study of which he knows all too little.

(5) Complex social and industrial life demands that the common curriculum for all adolescent children be set aside and that differentiated courses be offered to pupils of different abilities, aptitudes and ambitions. Statistics show that one-fifth of our present male population is engaged in callings which did not exist a generation ago, and which are a direct result of certain inventions—the bicycle, the automobile, the telephone, the electric light, and other electrical and mechanical appliances. The old secondary school training is now of less importance for hundreds of present day occupations. Fifty years ago opportunities were numerous, making it possible for almost any bright boy to begin as a wage earner and to make his way to the top. The preliminary training, not then necessary, may now be begun in vocational schools, either public or private.

For these and other reasons, either alleged or actual, school men and the public alike are considering a reorganization of school systems to fit the needs of the adolescent children.

The 12-year period of general education divided on the 6-6 plan. The Elementary School Period. School men agree that the period of elementary instruction covers an interval not shorter than six years. During this interval it is definitely the business of the teacher to fix in the mental life of the child the fundamental facts, attitudes, habits and ideals. The aim should be continuous thruout the six years. The basic knowledge required by all does not admit of specialization on the part of pupils before the end of the six-year unit.

The Secondary School Period may be divided into two units—A Junior High School and a Senior High School. Between the ages 12 to 18 normal pupils begin to discover their several interests; they become more mature; they move out from under the compulsory education law; they begin to learn their powers and limitations, and to them the six-year secondary period presents different problems from year to year. It does not matter how wide the choice of subjects or how attractive the scheme, school life does not appeal to all pupils as it does to those who plan for a college education. For purposes of administration grades 7-12, inclusive, may be divided into two groups of three grades each: A Junior High School for Grades 7, 8 and 9, and a Senior High School for grades 10, 11 and 12.

Results of psychological studies force school men to consider individual differences of pupils at the period of adolescence. It is less difficult to secure homogeneous groups in a school unit which includes the seventh, eighth and ninth grades, especially when the plan embraces departmental teaching, and promotion by subject, rather than the one grade, one room, one teacher plan which is now so generally used. Again, when a large number of pupils of a single grade is gathered into one unit grouping on the basis of their several abilities is made possible. Bright pupils will do better in groups of their own caliber and will accomplish more work and do it more thoroughly than they can through the system of skipping grades or carrying extra subjects.

Definition of the Junior High School—"A Junior High School has been defined as an organization of grades 7 and 8 or 7, 8 and 9, which, housed with the Senior High School or independently, provides by various means for individual differences, especially by an earlier introduction of prevocational work or of subjects usually taught early in the high school."

By some it is argued that the Junior High School should admit all pupils of 12 years, regardless of educational advancement. Commissioner Snedden of Massachusetts contends that "the separation of the Elementary and Junior High School education shall be made on the basis of age, and predicts that there will be 100 Junior High Schools in Massachusetts within five years.

Approaches to the Junior High School—It is evident from the definition given that the organization of the seventh and eighth grades in many schools approaches the Junior High School Plan, for departmental teaching and promotion by subject in these grades is not uncommon. In all large school systems the work in Music, Drawing, Physical Culture, Industrial and Home Economic lines is taught by specialists and in not a few such school systems the teachers of the upper grades handle departmentally the subjects in which they are best prepared. Many schools organized on the old plan have already discarded much of the antiquated and impractical matter in Arithmetic, Grammar and Spelling, and have introduced Industrial and Household Arts work, the Commercial Branches, the Elements of Algebra, and a Foreign Language, either Latin or German.

The organization of the Junior High School as a separate unit is in many cities an accident dependent wholly upon local conditions; often a new building has been constructed when an old one is still too good to destroy. Pupils of the seventh, eighth and ninth grades have found comfortable quarters in these buildings, and here Junior High Schools have been instituted. Arrangements of this character have met with such general approval that new buildings have been constructed later for the sole use of such schools, and in these buildings especially prepared teachers have been set to the task of teaching courses designed to meet the individual needs of pupils.

Existing Junior High Schools—Prof. Thomas H. Briggs of the Teachers' College at Columbia University, reports 977 replies to a questionnaire sent to superintendents of schools of cities over 2,500 population. Of the 977 cities reporting 843 have no junior high schools; 159 of these give no reasons for having none, 232 have none from preference, 184 have none from probable increased cost, 10 report their school systems too small, 56 report buildings unsuited or teachers unprepared, and 232 give other administrative reasons.

In the Briggs questionnaire the Junior High School is defined as "a special organization of grades 7 and 8 or 7, 8 and 9 to provide for greater differentiation of studies, better care of individual pupils, an easier transition to the high school, to insure longer school life, etc." According to this definition 167 of the cities reporting may lay claim to Junior High Schools.

According to the definition given earlier in this report only 53 of these cities may claim Junior High Schools. The 114 which do not exactly meet the requirements of this definition fall short of these requirements in varying degrees. In addition to the 167 cities considered above 83 cities report schools which satisfy the definition in part by offering courses in Algebra or Foreign Language in the seventh or eighth grades, 64 offering Algebra,

21 Latin, 18 German, 3 French and 2 Spanish. Even a much longer list claims to have departmental teaching in the upper grades.

One hundred and thirty-six cities report that they intend to perfect the new organization before the school year 1916-17, and 62 others before 1920. Beside these 198 cities of over 2,500 population, 24 others report that they hope to within the next few years. Apparently 222 cities seriously consider the reorganization of their education systems, with a view to creating Junior High schools. Reports show that according to either one of the definitions 389 cities have Junior High Schools in operation or in project.

The North Central Association of Colleges and Secondary Schools has a committee at work on a serious study of the problem of the Reorganization of the Secondary School. Mr. L. V. Koos, secretary of this committee, reports information received this fall which shows that at present there are 130 Junior High Schools in the territory of the North Central Association.

The chairman of your committee addressed letters to the principals of Junior High Schools in 83 cities which may claim Junior High Schools according to the definitions set down by Professor Briggs. These principals were requested to send any available printed matter bearing on the organization of these Junior High Schools and any other data, including estimates of the plan which they might see fit to give. Replies received from 60 cities show that one city only has dropped the Junior High School plan. It also appears that of the 83 cities considered as having Junior High Schools 18 cities report Junior High School principals same as of elementary school, 19 same as of the high school, 43 principals of their own. In 23 cities the Junior High Schools are housed with elementary schools, in 26 cities with the high school, and in 27 cities they are housed alone. Promotion by subject is reported by 45 cities. The above seems to indicate clearly that the plan is still in the experimental stage, and that as yet or the most part is simply an administrative measure to meet local conditions.

Junior High School Plan in School Surveys—The Survey of Butte (Mont.), by George Strayer, director, urges establishment of Junior High School in present building.

The Survey of Springfield (Ill.), by Russell Sage Foundation, Leonard P. Ayers, director, recommends establishment of four Junior High Schools in Springfield.

The Survey of Portland (Oregon), under direction of Ellwood P. Cubberly, recommends the establishment in that city of seven or eight Junior High Schools, consisting of grades 7-9.

The Survey of Education, in Vermont, for Carnegie Foundation for Advancement of Teaching, contains recommendations by William S. Leonard urging a general reorganization of the Secondary Schools on the principle of centralization. (Fifteen to eighteen Central High Schools are proposed with numerous Junior High Schools presenting the work of grades 7-10).

The scheme is approved by all but one of the school surveys published during the past year—the Inland Empire Teachers' Association, a committee appointed by the Association of City Superintendents of Wisconsin, the National Council of Teachers of English, and the North Central Association of Colleges and Secondary Schools.

Reports from Junior High Schools—Superintendent G. H. Sanberg of Crookston, Minnesota, reports as advantages: that the close association with Senior High Schools keeps pupils in school; that attention is called early to a life work motive, and that instructors may be secured who are especially qualified along certain lines, and as disadvantages that pupils cannot be given as close supervision in preparation of their work, and that pupils select courses along lines of least resistance.

Madisonville School (Cincinnati, Ohio), reports the working for some time past of the perpendicular departmental scheme through 6-7-8 grades. The school organized in three groups: (1) children who can do more than the normal child; (2) those who do the work of the normal child; (3) those who can do less than the normal child.

Carrie E. Henry, reporting for the Olean, New York, Junior High School, says: "Having done high school work, both with and without Junior

High School preparation, I can most heartily commend the latter as working for greater efficiency. I believe the Junior High School can do for boys and girls at this critical period of their lives that which no other plan can do."

Supt. Philip W. L. Cox, of Solway, New York, says: "I feel thoroly that one of the greatest advantages of the Junior High School is that it is now and therefore plastic. It can undertake to meet altogether new needs or rather meet old needs in new ways.

"Our pupils are grouped by interests, not by grades; Academic pupils constitute one unit, Commercial pupils another unit, etc."

Supt. J. H. Francis of Los Angeles, in 1912, declared that 18 per cent of ninth grade Junior High School pupils failed, while 42 per cent of ninth grade high school pupils failed during the same interval.

Principal W. B. Clark, McKinley Intermediate School of Berkeley (Cal.), states that "94 and 7-10 per cent eighth grade graduates enter the ninth grades and 95 per cent ninth grade graduates enter the tenth grade."

Principal Preston of Franklin Intermediate School of Berkeley (Cal.), states: "That of the last seven classes completing the eighth grade under the old organization 40 per cent entered the ninth grade, while under the new organization of the first six classes completing eighth grade 65 per cent have entered the ninth grade."

Principal W. H. Grayum of Neodesha (Kan.), High School says: "The 6-3-3 plan adds new interests to the seventh and eighth grades, especially for boys so unfortunate as to be retained in these grades. It gives an opportunity to promote a pupil in whatever kind of work he is capable. It does away with the usual break between the eighth and ninth grades. The pupils in the seventh and eighth grades become so accustomed to high school activities that it is the most natural thing for them to go on. The interest in our work has been increased fully 50 per cent since we adopted the plan in 1913. Our enrollment has increased fully as much without an increase in population."

Principal N. C. Heironimus of the Garfield Junior High School, Richmond, Indiana, reports "Pupils in each grade are divided into three sections, according to abilities those that do work in less than the usual time, those who do it in the usual time, a third group of the pupils who from inability or disinclination are behind their grade. This group is given just that part of the regular work which the pupils are capable of, but if this is done promotion is regular. In case a pupil does better than the class he is reassigned to one of the better divisions."

Mr. Walter K. Philips, Lansdowne, Pa., says: "We find the separation of the sexes an excellent plan."

Superintendent C. W. Whitney of Silver Creek, N. Y., writes: "We find that the plan gives a gradual introduction into High School Methods."

Superintendent M. D. Chittenden, Burlington, Vermont, writes: "The plan has been in operation one year only, but has seemed to work well so far. The change has met with popular approval."

Principal Jesse B. Davis of Grand Rapids Senior High School reports that pupils entering the tenth grade from the Junior High School are better prepared for high school work than those who have done ninth grade work as a part of the four-year high school plan.

Principal Paul Stetson of Grand Rapids Junior High School reports that last year 86 per cent of the eighth grade Junior High School graduates entered the ninth grade work, while but 75 per cent of the eighth grade grammar school graduates entered the Senior High School.

Principal M. P. Wiles of Evansville, Indiana, asserts that "In 1912 56 per cent of the eighth grade graduates entered the ninth grade work, while in 1914 84 per cent of the eighth grade Junior High School pupils entered the ninth grade work.

Principal J. H. Humphries of the Intermediate School, Palo Alto, Cal., writes: "The grouping of grades 7-9 works well. (It is the time for very similar phases of adolescence). We can do away with much petty and irritating discipline; make pupils feel they are better than 'little kids,' and

remove the adolescent's desire to resist. We avoid also much of the big head of the high school freshman, and the older high school pupils have no admiring gallery to whom they may show off. It has simplified discipline enormously and with such friction removed there is, of course, much better study and teaching."

Superintendent L. N. Hines, Crawfordsville, Indiana, says: "There is not the least thought in Crawfordsville of doing away with the six-six plan."

The per cent of pupils dropping out at the end of the eighth grade is no greater than at the end of any other grade. The senior class in the high school is one of the largest classes in the school and keeps growing every year.

Miss Marie Gugle, supervisor of High Schools, Columbus, Ohio, writes: "The centralizing of all seventh, eighth and ninth grade pupils in Junior High Schools is desirable for Economic, Psychological and for Social reasons."

In organizing a Junior High School the departmental plan of instruction is favored by about 75 per cent of the school men of the United States, and by about 86 per cent of those who have tried the plan.

Experienced educators advance the following arguments in its favor:

(1) There will be a gain in the personal influence of teachers arising from contact with more pupils. This will allow the influence of a strong teacher to offset the influence of a weak one.

(2) The placing of responsibility for poor teaching is rendered less difficult. Since each teacher is a specialist the blame for weak teaching in any subject may justly be referred to the teacher of that subject.

(3) It affords an opportunity for the introduction of reforms not possible under the old system. The mere break on the 6-6 plan does not constitute the one educational advance over the break on the 8-4 plan, but rather in this new organization a new course of study based on the principles of Psychology, Sociology and Economics, provisions for individual differences and an improved method of teaching can be more easily introduced.

(4) The greater variety with its consequent increased interest renders less difficult the securing of good order. The movement of pupils from room to room is restful and adds to the variety which they crave during early adolescence.

(5) The equipment of the class room may well be so modified as to really create an atmosphere conducive to the best effort of the pupil in the subject taught in that particular room. That is: the wall decoration, additional equipment, reference books, and all other things should and do contribute largely to the subject taught, so that the child entering the room even with the events of the immediate preceding subject crowding his mind will at once feel this new atmosphere, and thereby be assisted in concentrating his attention on the new subject.

(6) The pupils are thrown on their own resources and become more independent. This independence renders the transition from the elementary to the secondary period more natural and easy. By the time the pupils have reached the high school they have learned to depend on themselves and do not feel the need of the maternalism of the old plan.

(7) The departmental plan provides for a gradual change from the old regime of the elementary schools to the system of special teachers in the high school, and thereby avoids the violent shock now commonly felt on entering the high school.

(8) Coming at the age when the pupil is within the compulsory attendance limit this change will result in fewer pupils dropping out of school altogether.

(9) Individual development is encouraged by increasing the number of opportunities for self-expression through a broader curriculum, and by eliminating mass promotions. History shows that nations have risen or fallen according as their religious customs and laws encouraged or discouraged individual development.

(10) The having of several teachers instead of one makes it possible to reach more individual pupils, because of the increased probability of congeniality between teachers and pupils.

(11) The departmental plan makes it possible to keep a pupil with one teacher in a given subject for several years, thereby providing the continuity of the work.

(12) Promotion by subject is more easily arranged than under the one-teacher-in-all-subjects plan. This renders school work more economical, since under the old plan, if a pupil failed in 25 per cent of his work and passed in 75 per cent he is usually compelled to repeat all his work. The repeating of the 75 per cent which has already been done passably well is an inexcusable waste of public money.

(13) If the seventh, eighth and ninth grades are housed by themselves it becomes less difficult to prevent ninth grade pupils from imitating the social customs of the colleges and universities. This tendency on the part of ninth grade pupils in the regular high schools is a well recognized and much deplored evil.

(14) The departmental plan of instruction intensifies the necessity for professional advancement of the teachers, just as division of labor leads to greater differentiation of function. Having but a few things to do the teacher is encouraged to try to do them well. Hence special preparation is the natural outcome leads to a more profound knowledge of the subject taught, and results in great benefit to the school.

(15) This plan forces instruction in accordance with the suggested time schedule, thus preventing special or favorite subjects from being taught at the expense of other subjects.

The principal arguments offered against the departmental plan of instruction in the seventh and eighth grades are:

(1) The personal influence of the teacher is lessened by being more widely distributed. This results in the pupils getting less concentrated moral training, which is a distinct loss.

(2) The child thrives better with one teacher than with six. He may be able to adjust himself to one personality, but is hopelessly confused by several.

(3) Because of having so many pupils the teacher is unable to study individual pupil as closely as he should, and is unable to give him the help which he needs.

(4) The plan increases the difficulty of securing good order, owing to the confusion attending the movement of classes from one room to another, and from the confusion to the pupil resulting from having several teachers.

(5) The teachers will tend to exaggerated importance of their subjects and to make the work too difficult for pupils of that age.

(6) Teachers become narrow by being confined to the teaching of a few subjects.

(7) This plan adds to the difficulty of school organization, for it is more difficult to arrange for study periods which will come at times advantageous to the individual pupil. When study periods are not arranged so that each recitation is immediately preceded by one some of the work must be prepared at home, and the pupils are too young to have regular home work.

(8) Inefficient teachers are more harmful than under the old plan—their baneful influence reaching more pupils.

(9) The departmental plan is more expensive because not as many pupils can be instructed by the same number of teachers as under the single teacher plan.

(10) Pupils will get far ahead in subjects which they like best and will cultivate an indifferent attitude towards any work which they do not like.

(11) Penmanship, drawing and English will suffer because of the failure of teachers of other subjects properly to emphasize them.

(12) Social class spirit will not be developed since the pupils do not become sufficiently well acquainted with each other.

The Junior High School Course of Study--The movement for the reorganization of the school so as to form a group of three years (7, 8 and 9), to be known as the junior high school and another group of three (10, 11 and 12), to be known as the senior high school, carries with it the thought of reforming the courses of study in the elementary schools and the junior high schools in such a manner as to eliminate from the old courses all subject matter that has lost its significance to introduce subject matter that is of consequence to the pupils for their work in life, and to readjust the remaining parts of the curriculum to meet the varied needs of pupils with least possible loss of time and effort.

An examination of the courses of study in use in cities and towns where the junior high school plan is already in use shows a very general tendency toward the provision for work in vocational and prevocational subjects, that enlargement of the opportunities for training home makers and the earlier introduction of instruction in foreign languages. It also shows some tendency toward a transformation in the character of work to be done in certain time-honored subjects like English, Arithmetic and Drawing. In addition to this there is a very evident desire to give elective choice of studies within reasonable limitations to the pupils in the junior high school.

This tendency is significant in that it tacitly recognizes some quite prevalent criticisms of schools on the ground that (a) the work is not practical, does not fit one for anything in particular; (b) training in the interests and responsibilities of the home have been almost entirely ignored, although it is of the most vital importance; (c) foreign languages, if desired, may well be taken at the time when the pupil is in the language acquiring period; (d) the manner of studying English, Arithmetic, Drawing, and some other subjects has become distinctly artificial, and (e) no reason can be shown why all pupils should be required to follow the same exact course of work in the schools, but many reasons can be advanced why they should not.

In short, an examination of the courses of study in use in the junior high schools of a rather large number of cities gives very strong evidence of the present movement of educational thought. Some subjects like arithmetic and geography have become cumbersome through the accretions of many years. Meanwhile but little matter, if any, has been eliminated from these subjects. We have now reached a point where they do not serve the purpose for which they were intended. The tendency of the junior high school course of study seems to be toward the careful revision of such subjects. An enlargement of the provision of facilities for training in domestic science, domestic art, the elements of agriculture and manual training, printing and commercial subjects is also a direct response to this present-day demand for work in the schools that is directly related to the lives of the pupils. As for the early pursuit of a foreign language it has long been known that children can easily gain a speaking and reading knowledge of one or more of the foreign language much younger than they have had the opportunity in the schools to do so. The repetition of topics previously studied in simpler form has so congested the higher elementary grades that new or additional subjects were excluded. Add to this condition the old requirement that all pupils must take the same course of study and must successfully accomplish all of its parts on one mesa before advancing to the next, and we have the static condition against which the junior high school seems to be an organized protest.

Two typical junior high school courses of study are incorporated in this report:

Los Angeles Curriculum.

GENERAL COURSE.

Required Subjects.

Seventh Year.	
English	5
Arithmetic	5
Geography, B7	5
History, A7	5
Physical training	1
Music	2
Drawing	2
Penmanship	2
Manual Training:	
Girls—Cooking	2
Sewing	2
Boys—Woodwork	4

Eighth Year.	
English	5
History and Civics	5
Physical Training	5
Oral English, B8	5
Music, A8	5
Physiology and Hygiene	5
Manual Training:	
Girls—Cooking	5
Sewing	5
Boys—Woodwork	4

Ninth Year.	
English	5
Physical Training	5
Music or Oral English	5

Elective Subjects.

Select one of the following during the Seventh Year:

French	5
German	5
Spanish	5
Latin	5
Bookkeeping	5
Stenography	5

Select two of the following during the Eighth Year:

French	5
German	5
Spanish	5
Latin	5
Bookkeeping	5
Stenography	5
Algebra	5
Drawing: Free-hand or mechanical	5

Note—Two languages may be selected only by permission.

Select three of the following during the Ninth Year:

French, German, Spanish or Latin ..	5
Bookkeeping	5
Stenography	5
Algebra	5
Commercial Arithmetic	5
Ancient History	5
General Science	5

Select one of the following Manual Training Subjects:

Girls—Cooking	5
Sewing	5
Boys—Woodwork	5
Drawing: Free-hand or mechanical	5

COMMERCIAL COURSE:

Required Subjects.

Seventh Year.	
English	5
Arithmetic	5
Bookkeeping	5
Stenography	5
Penmanship	2
Geography, B7	5
History, A7	5
Physical Training	1

Eighth Year.	
English	5
History and Civics	5

Bookkeeping	5
Stenography	5
Penmanship	5
Physiology and Hygiene	5
Physical Training	5

Ninth Year.	
English	5
Commercial Arithmetic	5
Bookkeeping	5
Stenography	5
Physical Training	2

Elective Subjects.

Pupils may select one of the following during the Seventh Year:

French	5
German	5
Spanish	5
Music and Manual Training	6

Select one of the following during the Eighth Year:

French, German or Spanish	5
Algebra	5

Oral English B8, and Manual Training ..	6
Music, A8, and Manual Training	6

Select two of the following during the Ninth Year.

French, German or Spanish	5
General Science	5
Algebra	5
Penmanship	5
Music and Manual Training or Oral English and Manual Training	6

VOCATIONAL COURSE: Required Subjects.

Seventh Year.

English	5
Arithmetic	5
Geography, B7	5
History, A7	5
Physical Training	1
Music	1
Drawing	1
Penmanship	1
Manual Training:	
Girls—Cooking	1
Sewing	1
Boys—Woodwork	4

Eighth Year.

English	5
Manual Training:	
Girls—Cooking	1
Sewing	1
Boys—Woodwork	10

Drawing	5
Girls, free-hand.	
Boys, mechanical.	
Physical Training	2
U. S. History	5

Ninth Year.

English	5
Manual Training:	
Girls—Cooking	10
Sewing	10
Boys—Woodwork	10
Drawing	5
Girls, free-hand.	
Boys, mechanical.	
General Science	5
Physical Training	2

Elective Subjects.

Select one from the following for
the Seventh Year:

French	5
German	5
Spanish	5
Latin	5
Bookkeeping	5
Stenography	5

Select one of the following for the
Eighth Year:

French	5
German	5

Spanish	5
Bookkeeping	5
Algebra	5

Select one of the following for the
Ninth Year:

Ancient History	5
French	5
German	5
Spanish	5
Bookkeeping	5
Algebra	5

Outline of Course of Study in the Grand Rapids High Schools. Required Subjects.

7-1 Grade.

English (E 1)	5
Arithmetic (M 1)	5
Geography (G 7)	4
Reading (R 1)	1
Bench Work (Sh 1)	3
Dom. Science (D. S. 1)	3
Dom. Art (D. A. 1)	1
Printing (Print 1)	1
Music (Mu. 1)	1
Art (Art 1)	1
	21

7-2 Grade.

English (E 2)	5
Arithmetic (M 2)	5
American History (H 1)	4
Reading (R 2)	1
Bench Work (Sh. 2)	3
Dom. Science (D. S. 2)	3

Dom. Art (D. A. 2)	1
Printing (Print 2)	1
Music (Mu. 2)	1
Art (Art 1)	1
	21

8-1 Grade.

English (E 3)	5
Arithmetic (M 3)	5
American History (H 2)	4
Reading (R 3)	1
Shop Work (3)	3
Dom. Science (D. S. 3)	3
Dom. Art (D. A. 3)	1
Printing (Print 3)	1
Music (Mu. 3)	1
Art (Art 3)	1
	21

Elective and Special.

For 7-1 Grade.

Business Arithmetic	5
Applied English	5
Latin (L. 1)	5
Mechanical Drawing	2
German (G. 1)	5
Chorus or Orchestra	2

For 7-2 Grade.

Business Arithmetic	5
Applied English	5
Chorus or Orchestra	2
Printing	5 to 25
Domestic Art	5 to 10
German (G. 2)	5

Latin (L. 2)	5
Mechanical drawing	3

For 8-1 Grade.

Latin (L. 3)	5
German (G. 3)	5
Mechanical Drawing	3
Business Arithmetic	5
Applied English	5
Chorus or Orchestra	2
Printing	5 to 25
Domestic Art	5 to 10
Art	5 to 10
Metal Working	2
Elementary Science	2

Note 1.—This course of study in 7th and 8th grade is offered only in those schools that have department organization of those grades.

Outline of Course of Study in Grand Rapids High Schools—(Continued).

8-2 Grade.		9-1 Grade	
English (E. 4).....	5	English (E. 5).....	5
Arithmetic (M. 4).....	5	Algebra (M. 5).....	5
American History (H. 4).....	4	Ancient History (H. 5).....	5
Reading (R. 4).....	1	Latin (L. 5) or (L. 5a).....	5
Shop Work (4).....	3	German (G. 5) or (G. 5a).....	5
Domestic Science (D. S. 4).....	3	Penmanship and Spelling (P. & S.).....	5
Printing (Print 4).....	1	Physical Geography (S. 5).....	5
Domestic Art (D. A. 4).....	1	Bookkeeping (Bk. 5).....	5
Music (Mu. 4).....	1	Dr. & Shop (5).....	5
Art (Art 4).....	1	Free-hand Drawing (Ph. D. 5).....	2½
	21	Domestic Art (D. A. 5).....	5
		Physical Training (Ph. Tr. 5).....	1
Elective and Special.		9-2 Grade	
Latin (L. 4).....	5	English (E. 6).....	5
German (G. 4).....	5	Algebra (M. 6).....	5
Mechanical Drawing (2).....	3	Ancient History (H. 6).....	5
Business Arithmetic.....	5	Latin (L. 6) or (L. 6a).....	5
Applied English.....	5	German (G. 6) or (G. 6a).....	5
Chorus or Orchestra.....	2	Physical Geography (S. 6).....	5
Printing.....	5 to 25	Bookkeeping (Bk. 6).....	5
Metal Working.....	2	Dr. & Shop (6).....	5
Domestic Art.....	5 to 10	Design (Des. 6).....	2½
Art.....	5 to 10	Domestic Art (D. A. 6).....	5
Elementary Science.....	2	Physical Training (Ph. Tr. 6).....	1

Note 2.—The number opposite each subject in the outline indicates the number of recitations per week or the credit toward graduation.

Note 3.—The symbol in parenthesis indicates the abbreviation for the subject and the number of the semester in which it is given counting from the 7-1 grade.

The Junior High School Qualifications of Teachers—The examination of printed and written matter from cities in which the junior high schools are found does not give much information in reference to the standard of qualifications for teachers of this work. In a few places it is required that the teachers should be college graduates. Nothing definite, however, seems to have been agreed upon in this respect.

It is the belief of this committee that mere graduation from college or university does not meet the needs of the situation. Many college and university graduates are better fitted to teach in a senior high school than in a junior high school. It is the experience of many city superintendents of schools that the new teachers coming from the colleges and universities very often with no experience as teachers and with teaching ideas based upon university or college customs must be made over before they are of real service. If these same teachers were placed in charge of pupils as young as those in the junior high school classes the maladjustment would be still greater.

Nor is it certain that the strongest teachers now found in the higher grades of the elementary schools will be more fitted for this work. Their training and experience came to them along quite different lines, and the process of adjustment to the ideas and the ideals of the junior high school will not be easy for them.

The character of work to be done in some of the departments of the junior high school—such as the vocational subjects—the peculiarly impressionable age of the pupils, the proper treatment of boys and girls in their adolescent period, the aim of the junior high school in fitting for life as well as for higher educational opportunities, all these are considerations that must be taken into account in fixing the basis for selecting teachers. The committee is of the opinion that in point of scholarship the teacher should have had at least two years of college work, including specific training for the profession of teaching. It would be well if this could be done in a school where the professional spirit is predominant. The normal schools, many junior colleges and most of the state universities can adjust the work of the junior college years to meet this need. It should, however, in all instances include definite professional training. The committee also believes that a life state certificate to teach should make the holder eligible

in point of scholarship, and should be accepted in lieu of the training above outlined.

To provide the test of real personal fitness for the work the committee recommends the requirement of three years of successful experience in teaching graded schools having a principal or superintendent, more than one-half of whose time is devoted to supervision and general management of the school.

This report is respectfully submitted by your committee—Principal F. C. Touton, St. Joseph, Mo., Chairman; Assistant Superintendent G. P. Knox, St. Louis, Mo., and Superintendent L. McCartney, Hannibal, Mo.

TEACHERS' AND PUPILS' READING CIRCLES.

TEACHERS' READING CIRCLE.

For the Teachers' Reading Circle this year the board has adopted three fine books: Bagley's School Discipline, Cubberley's Rural Life and Education and King's Education for School Efficiency. Each will fill a distinct field yet will supplement the work of each of the others. The board has looked with regret on the evident neglect of the T. R. C. adoptions in the cities and has tried to remove the difficulty by a three book adoption. The books chosen will supply profit to all teachers whether in country, town or city. The experience in other states shows that the enthusiasm of having a large number of readers at work on the same books throughout the length and breadth of the state tends to strengthen the interest all along the line.

The Bagley book will have a general appeal to teachers in all conditions: To the inexperienced, for its help in solving disciplinary troubles universally acknowledged to be the ever present problem; to the experienced, in confirming theories already hit upon, and in gaining facility and habit of easy mastery of what should be present but not seen, good discipline. Cubberley's Rural Life and Education from its title sounds as though it were for teachers of one room schools, but examination of it reveals that it is of general interest to the large number of teachers in villages and small towns. The board strongly commends it also to the large number of parent-teacher organizations seeking to build up social centers about their schools. Such a book, in the hands of such a club would lead to a better understanding of the fundamental principles of school progress as worked out by our leading thinkers.

In King's Education for Social Efficiency the board presents a book admirably adapted to the joint reading of the city teachers. It is a sparkling presentation of a burning question and will appeal to the parent-teacher clubs now found in so many of these cities. These clubs have such an excellent purpose and contain in embryo such great possibilities that school people generally want to co-operate with them in their efforts. One great difficulty has been a string to put the valuable beads upon. This book will adequately supply this need. One city superintendent says his club will probably need about sixty copies. The board is quite enthusiastic about the possibilities of achievement in rural and urban school clubs when the value of these books is recognized. Their work seems to have been wisely and well done and the next step must be made by the wide-awake school people of the various communities. A brief discussion of each of the three books will be found below.

In order to encourage the sale of T. R. C. books the board has offered the following prizes:

On the total sales of the three books adopted for the Teachers' Reading Circle, two prizes will be awarded to the two county superintendents making the largest returns, on the condition that the number of teachers in the counties be considered. (A county with 100 teachers must do twice the business of a 50 teacher county to be on equal terms.) The first prize is a life membership in the State Teachers' Association and the second prize is the same.

Watch the bulletin for the standing of your county in the contest.

The books are supplied by the county manager at \$1 each. Where there is no county manager they will be sent on receipt of the price by E. M. Carter, secretary, Columbia, Mo.

BAGLEY'S "SCHOOL DISCIPLINE"—Reading Circle Price, \$1.00.

It is generally conceded in the educational world that the greatest pitfall for the average teacher is school discipline. The beginning teacher and the teacher of very few years' experience are the ones who find school discipline their greatest stumbling block.

A good, sane, sensible book on School Discipline is the most needed book today for reading and study on the part of teachers. No teacher can read Bagley's "School Discipline" without turning from it with an ambition and zeal to develop a healthful and permanent "fashion of order" in his school.

Bagley's "School Discipline" is a book of unusual merit—distinctive, suggestive, helpful. The style is interesting, the language simple. Each chapter closes with questions and exercises. The beginning teacher gets out of the book the information and thought which the author has intended he should get; moreover, the exercises are such as to awaken thought and interest; and, in numerous cases, investigation on the part of the reader.

In the first chapter the author discusses what is meant by "A Well-Disciplined School." The treatment is so simple that the beginning teacher, on reading this chapter, at once realizes what his school must represent in the way of discipline to be classed under the head of a well-disciplined school.

Beginning with the second chapter, the author states his problem—namely, "The Unruly School." It is at once seen that he goes to the root of the matter in rightly assuming that there are unruly schools.

The problem of the book, therefore, is to solve the question of bringing order out of chaos—discipline out of disorder. This book means much to the average teacher—a more comprehensive understanding of child nature and how to train it to the needs of improved discipline in the schoolroom as preparatory to better citizenship; a more sympathetic understanding as to the motives of children, and consequently, the most rational method of developing the good and eradicating the evil.

The author has been unusually successful in presenting in a concrete way the various steps which may be taken to establish a wholesome school spirit that will reduce disciplinary difficulties to a minimum.

RURAL LIFE AND EDUCATION, by Ellwood P. Cubberley. Illustrated, 12mo. List Price \$1.50. R. C. Price, \$1.00.

This book presents the most fundamental treatment available of the rural school problem, which is today a social, even more than an educational problem, and inseparable from the rural life problem, of which it is but a phase. Prof. Cubberley's book, which is clearly written, logical in statement, and concrete in its suggestions, is especially designed for those who are to teach in rural schools, and those who are interested in having such schools render the largest possible service to their respective communities. No other book explains so convincingly the fundamental needs of rural communities, or the necessary reorganization of their educational systems. The value of the text is increased by practical illustrations, excellent photographs, drawings, and charts, and by the series of well chosen questions at the end of each chapter.

EDUCATION FOR SOCIAL EFFICIENCY, by Irving King, School of Education, Iowa State University. List, \$1.25. R. C. Price, \$1.00.

One of the most significant aspects of recent educational development is the increasing appreciation of the social meaning of education. This conception, which is gradually displacing the older individualistic philosophy, is causing far-reaching readjustments in current educational theory and practice. Those who feel the need of a clear definition of the social end of education, and a concise discussion of the means for attaining this end, will find in Dr. King's book an unusually helpful and inspirational treatise. It is the purpose of this book to define these new social ideals in their application to practical school work.

Throughout the book, the author emphasizes at every turn the social factor in education, and shows how the work of the school can be directly applied to the needs of the community. While keeping the social point of view constantly in mind, the author has not been unmindful that education has other important meanings and values.

One of the most valuable chapters is that on "The Character-Forming Possibilities of Home Life." Another important feature is the account of the "Possibilities of Vocational Guidance and Training," a subject which is coming to be considered more and more seriously by all educators as an indispensable factor in their schemes of educational endeavor.

Not only are the discussions in general terms for the purpose of developing certain fundamental principles which are to be observed in the shaping of courses of study, and their application in the public schools, but also the reader is given a large amount of concrete, illustrative material which cannot fail to clarify his thinking with relation to the methods to be observed in the application of these principles to the needs of the school.

There are plenty of suggestions for the teacher who wishes to make his method of instruction more efficient, and for the parent who cares to supplement the educational activities of the school in the home. Finally, the author shows how the school may serve as a social center of great influence, and cites a most interesting experiment carried out in one town with remarkable results.

The chapter on "The Consolidation of Rural Schools" has proved to be one of the most timely and helpful discussions of this important phase of educational endeavor. It has been suggested that this chapter ought to be read by every citizen who has the welfare of the public school system at heart.

READING CIRCLE CREDIT.

The Normal Schools are adding to the interest in the T. R. C. work by extending credit in their courses on the compliance with certain conditions. Many teachers will no doubt seek this credit to apply on their Normal School courses. As a rule, the credit given is similar. Below is the circular issued by Superintendent Gass giving his recommendations in the matter.

A. Secondary Credit.

One-half unit ($1\frac{1}{2}$ term credits) will be given.

1. Two of the three books must be studied before credit is received.
2. It is recommended that both books be studied simultaneously.
3. Students who are in school will not be permitted to take the reading circle work.
4. Reading circle work for secondary credit must be done in circles of not less than five or more than twenty teachers, including the leader.
5. Each circle must hold not fewer than nine meetings, which with the final examination, will make ten meetings for each circle.
6. A minimum of sixty minutes for each lesson in each book must be spent at each meeting of the circle, or a total of one hundred and twenty minutes must be spent on both books at each meeting. (A total of 540 minutes must be spent on each book or 1,080 minutes on both books exclusive of the time required for the examination.)
7. The final examinations will be given by the county superintendent at a place designated by him. The examinations will be given on the same day in all the counties of the state. The examinations in both or all books will be given on the same day. The date will be about April 1, 1916. Papers will be returned to the institution where credit is desired for grading.

B. College Credit.

Two and one-half semester hours (one quarter's work) will be given. Credit of college rank will be given to students who are graduates of a four-year high school, or the equivalent thereof, provided the work be done in either of the following ways:

1. As extension work under teachers from the institution where credit is desired.

2. As regular correspondence work under the direction of the school in which credit is sought.

PUPILS' READING CIRCLE.

The books added to the Pupils' Reading Circle list this year are an admirable group and bring up the total to one hundred volumes. All but one are bound in cloth and are as substantial as necessary. Send for the complete descriptive circular. These books are not handled for profit but on a co-operative basis. The board has no need of money beyond the necessities in the way of expense. Never before have books been offered so cheaply.

Two purposes moved the board to add the supplementary books: A wise choice and cheapness because of the amount of business. Children in elementary schools cannot use profitably unabridged dictionaries or the common encyclopedias. Moreover, they cost too much for the average school board. Children in the sixth, seventh and eighth grades should be well supplied with the secondary school dictionaries and taught to use them. These books are recommended by the State Course of Study and are all the dictionaries needed. Smaller and cheaper ones than these do not give such a meaning as to be of use. One city superintendent plans ordering thirty-six of these from the board if he finds that the prices are right. Listed \$1.50.

There is only one low priced encyclopedia for children. This is the book recommended by the State Course of Study and by several other states. All libraries supply it for the children. The board has arranged to furnish it to schools at a lower price than it can be bought anywhere else. There are five volumes of it, but each is complete in itself and is sold separately. One city superintendent said as soon as he saw the books that he wanted some for his schools. List, \$3 per volume. R. C. Price, \$1.92.

Cromwell's Agriculture and Life should be on the desk of every teacher, rural or town. Children in the sixth, seventh and eighth grades will read it with delight and their parents will be only too glad to get hold of it. The board's arrangement puts it in your hands at a very low price. List Price, \$1.50. R. C. Price, \$1.00.

Guerber's Story of the Great Republic is a too well-known supplementary United States history reader to need any special mention here. It is recommended by the State Course of Study.

The board has a small number of Anne of Green Gables left and offers them very cheap to close them out. This is a delightful story and well suited for a Christmas present. This is the regular \$1.25 edition and cost the board eighty-one cents f. o. b., New York. They will go at 50c while they last.

Space will not here permit enlarging upon the new books added to the P. R. C. list this year. Fairy Plays is an effort to provide material in the earlier grades for dramatization. Your patrons may want to know about the possibilities of securing through you Kazan, Captain January, and Pollyanna for Christmas presents. The prices found in the list cannot be met elsewhere. They are fully described in the descriptive circular sent on request.

In order to encourage the sale of the P. R. C. books the board offers the following prize to the winning school in each county. Watch the Bulletin for the standing of your county and school.

Prize.

On the total sales of Pupils' Reading Circle books, the leading school in each county will be given Champlin's "Young Folks' Cyclopedias" worth \$3.00, on the following conditions: The total pupils' reading circle book orders must average \$3.00 for each active teacher in the county. (In a 70 teacher county there must be a minimum of \$210 business.) In determining the leading school the number of teachers in it must be counted. (A four teacher school must send in four times as much as a one teacher school.)

For further information write E. M. Carter, secretary, Columbia, Mo.

ORDER BLANK—PUPILS' READING CIRCLE.

To be used in.....County, District No.....
Mo.,191.....

E. M. Carter, Secretary, Columbia, Mo.

Dear Sir:

I enclosedollarsCents for which
 send the following books (prepaid) to.....
 at.....

Signed.....

No. Copies	Book No.	Price	Total	No. Copies	Book No.	Price	Total	No. Copies	Book No.	Price	Total	No. Copies	Book No.	Price	Total
.....	1	\$0.30	26	\$0.34	51	\$0.43	76	\$0.34
.....	2	.34	27	.31	52	.30	77	.85
.....	3	.38	28	.34	53	.51	78	.88
.....	4	.26	29	.34	54	.63	79	.38
.....	5	.19	30	.51	55	.51	80	.43
.....	6	.38	31	.84	56	.51	81	.85
.....	7	.42	32	.84	57	.48	82	.90
.....	8	.34	33	.31	58	.51	83	.34
.....	9	.26	34	.68	59	.34	84	.85
.....	10	.27	35	.38	60	1.12	85	.34
.....	11	.34	36	.31	61	.51	86	.51
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